

CRANSTON SCHOOL COMMITTEE MEETING
July 16, 2018
CRANSTON HIGH SCHOOL EAST (Auditorium)
899 PARK AVENUE, CRANSTON, RI 02910
EXECUTIVE SESSION – 6:00 P.M.
IMMEDIATELY FOLLOWED BY PUBLIC MEETING

AGENDA

1. Call to order – 6:00 p.m. Convene to Executive Session pursuant to RI State Laws –
2. PL 42-46-5(a)(1) Personnel
 - a. Discussion of Athletic Director
3. PL 42-46-5(a)(2) Collective Bargaining\Litigation
 - a. Memorandum of Agreement with Cranston Teachers Alliance
 - b. Teacher Assistants\Technical Assistant\Bus Aides
 - c. Bus Drivers
 - d. Custodians
 - e. Administrative Assistants
4. PL 42-46-5 (a)(3) Security
5. Adjourn Executive Session
6. Call to Order - Public Session
7. Roll Call – Quorum
8. Executive Session Minutes Sealed
9. Disclosure of Executive Session Votes
10. Minutes of Previous Meetings – June 18, 2018, June 28, 2018, July 9, 2018 (Work Session) and July 11, 2018 (Student Hearings)
11. Public Acknowledgements/Communications
12. Chairperson's Communications
13. Superintendent's Communications
14. School Committee Member Communications
15. Public Hearing
 - a. Students (Agenda/Non-Agenda Matters)
 - b. Members of the Public (Agenda Matters Only)
16. Action Calendar/Action Agenda

RESOLUTIONS

PERSONNEL

Resolution No. 18-07-01 RESOLVED, that the Amendment to the Collective Bargaining Agreement between the Cranston School Committee and the Rhode Island Laborers District Council 1322 Bus Drivers Unit with a term from July 1, 2017 through June 30, 2020 be accepted subject to ratification by the Cranston City Council. **(Fiscal Impact Analysis)**

Resolution No. 18-07-02 RESOLVED, that the Amendment to the Collective Bargaining Agreement

between the Cranston School Committee and Local RI 153, Custodians Unit with a term from July 1, 2017 through June 30, 2020 be accepted subject to ratification by the Cranston City Council. **(See Fiscal Impact Analysis)**

Resolution No. 18-07-03 RESOLVED, that at the recommendation of the Superintendent, the School Committee approve salary adjustments for certified administrators effective July 1, 2018 **(See Fiscal Impact Analysis)**

Resolution No. 18-07-04 RESOLVED, that at the recommendation of the Superintendent, the School Committee approve salary adjustments for the bus monitor hourly rate effective July 1, 2018 (\$11.00 per hour).

Resolution No. 18-07-05 RESOLVED, that the Cranston School Committee accept the recommendation of the Superintendent to approve the Memorandum of Agreement between the Cranston School Committee and the Cranston Teachers' Alliance, Teacher Assistants/Bus Aides and Technical Assistants.

Resolution No. 18-07-06 Discussion and vote on Certified Appointments

Resolution No. 18-07-07 Discussion and vote on certified substitute appointment(s)

Resolution No. 18-07-08 Discussion and vote on certified leave of absence

Resolution No. 18-07-09 Discussion and vote on certified retirements

Resolution No. 18-07-10 Discussion and vote on certified resignations

Resolution No. 18-07-11 Discussion and vote on non-certified personnel appointment(s)

Resolution No. 18-07-12 Discussion and vote on non-certified substitutes

Resolution No. 18-07-13 Discussion and vote on non-certified resignation(s)

Resolution No. 18-07-14 Discussion and vote on athletic appointment(s)

BUSINESS

Resolution No. 18-07-15 RESOLVED, that the Alternative Learning Program at Horton Elementary School be provided by the West Bay Collaborative at a cost of \$577,180 for the 2018 - 2019 academic school year.

Resolution No. 18-07-16 RESOLVED, that the district-wide Physical Therapy Services be provided by the West Bay Collaborative at a cost of \$156,000 for the 2018 - 2019 academic school year.

Resolution No. 18-07-17 RESOLVED, that the Master Services Agreement between Cranston Public Schools and SRC Solutions, Inc. be approved. SRC Solutions will provide virtual services to plan, install, and configure the Registration Gateway platform for student registrations at a cost of \$46,700 for Year 1, \$38,700 for Year 2, and \$38,700 for Year 3.

Resolution No. 18-07-18 RESOLVED, that the 3-year Pest Extermination contract be awarded to

Horizon Pest Control at a total cost of \$26,640 (\$8,880 annually).

Number of Bids Issued	3
Number of Bids Received	2

Resolution No. 18-07-19 RESOLVED, that the 3-year School Food Authority Inspection contract be awarded to F.I.R.S.T Inspections at a total cost of \$24,960 (\$8,320 annually). Funding to be provided by the Food Service Program.

Number of Bids Issued	3
Number of Bids Received	1

Resolution No. 18-07-20 RESOLVED, to award the Architectural Design and Educational Planning Services for the Eden Park Elementary School Innovation Learning Community Project to Fielding Nair International (FNI) at a total cost of \$88,500.

PROGRAM AND POLICY

Resolution No. 18-07-21 RESOLVED, that at the recommendation of the Superintendent, the School Committee approve the revisions to the CPS Evaluation Handbook and Policy Agreement. **(See attached)**

Resolution No. 18-07-22 RESOLVED, that at the recommendation of the Superintendent, the School Committee adopt and approve the Student Athlete Handbook Policy No. 4047. **(See attached)**

Resolution No. 18-07-23 RESOLVED, that at the recommendation of the Superintendent, the School Committee approve the revisions to the 9000 Series. **(See attached)**

Resolution No. 18-07-24 Discuss and vote on Conferences/Field Trips of Long Duration

17. Public Hearing on Non-Agenda Items
18. Announcement of Future Meeting(s): August 8, 2018 and August 20, 2018
19. Adjournment

School Committee members who are unable to attend this meeting are asked to notify the Chairperson in advance. Interested persons and the public at large, upon advance notice, will be given a fair opportunity to be heard at said meeting on the items proposed on the agenda. Individuals requesting interpreter services for the hearing impaired must notify the Superintendent's Office at 270-8170 72 hours in advance of hearing date. Any changes in the agenda pursuant to RIGL 42-46-6(e) will be posted on the school district's website at www.cpsed.net, Cranston Public Schools' administration building, 845 Park Ave., Cranston, RI; and Cranston City Hall, 869 Park Ave., Cranston, RI and will be electronically filed with the Secretary of State at least forty-eight hours (48) in advance of the meeting.

Notice posted:

**CRANSTON PUBLIC SCHOOLS
COLLECTIVE BARGAINING
FISCAL IMPACT STATEMENT
BUS DRIVERS
2018 - 2020 (Revised)**

CATEGORY		2017-2018	2018-2019	2019-2020	Total Annual Change Thru FYE 2020
Salary Increase	(A)	N/A	(A) 43,775	TBD	43,775
Fica Tax		N/A	2,714	TBD	2,714
Medicare Tax		N/A	635	TBD	635
Non-Certified Pension		N/A	4,828	TBD	4,828
Original Fiscal Impact		69,032	26,304	28,121	123,457
Total Annual Impact Thru 2020		69,032	78,256	28,121	175,409
Total Cumulative Impact Thru 2020		69,032	147,288	175,409	391,729

The above excludes the cost of a raise,
if awarded, in FYE 2020

ASSUMPTIONS

(A) SALARY

2018-2019 - .50/Hr. Increase (2.7%)

2019-2020 - Re-Opener

TBD - To Be Determined

CRANSTON PUBLIC SCHOOLS
FISCAL IMPACT STATEMENT
CUSTODIANS
2018 - 2020 (Revised)

CATEGORY	2017-2018	2018-2019	2019-2020	Total Annual Change Thru FYE 2020
Raise	N/A (A)	144,143	TBD	144,143
Pension	N/A	15,899	TBD	15,899
Fica	N/A	8,937	TBD	8,937
Medicare	N/A	2,090	TBD	2,090
Original Fiscal Impact	<u>67,212</u>	<u>0</u>	<u>0</u>	<u>67,212</u>
 Total Annual Impact Thru 2020	 <u>67,212</u>	 <u>171,069</u>	 <u>0</u>	 <u>238,281</u>
 Total Cumulative Impact Thru 2020	 <u>67,212</u>	 <u>238,281</u>	 <u>238,281</u>	 <u>543,774</u>

The above excludes the cost of a raise
if awarded in FYE 2020

FOOTNOTES

(A) - RAISE

2018-2019 = 3.4%

2019-2020 = TBD

TBD - To Be Determined

CRANSTON PUBLIC SCHOOLS
PROPOSED SALARY ADJUSTMENTS
CERTIFIED ADMINISTRATORS
2018-2019

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>POSITION</u>	<u>2017-2018 ANNUAL SALARY</u>	<u>2018-2019 ANNUAL SALARY</u>	<u>\$ VARIANCE</u>
ABBOTT	LISA	DIRECTOR	97,500	99,500	2,000
ANTONELLI	JANET	ELEM PRIN	95,000	97,500	2,500
BARBIERI	THOMAS	HS PRIN	115,000	117,500	2,500
BASILE	BETH-ANNE	ELEM PRIN	97,500	100,000	2,500
BYERLEE	BRIAN	ELEM PRIN	97,500	100,000	2,500
COLE	NORMA	ASS'T SUPER	125,000	135,000	10,000
CRUDALE	MICHAEL	EXEC. DIR. H.R.	115,000	116,905	1,905
D'AMBROSIO	CHRISTOPHER	HS ASST PRIN	97,500	99,500	2,000
FARRELL	ZACHARY	DIRECTOR	102,500	104,500	2,000
FLINN	BRIAN	MS ASST PRIN	97,500	100,000	2,500
FONTAINE	JOHN	HS ASST PRIN	97,500	99,500	2,000
MAGNELLI	KIM	ELEM PRIN	97,500	100,000	2,500
MARKS	KATHRYN	DIRECTOR	97,500	99,500	2,000
MATOIAN-HEARD	SANDRA	HS ASST PRIN	97,500	99,500	2,000
MERCURIO	CHERYL	ASS'T DIR.	92,500	95,000	2,500
PILLAY	KATRINA	MS ASST PRIN	97,500	100,000	2,500
STACKHOUSE	ERICA	ELEM PRIN	97,500	100,000	2,500
TAYLOR	JEFF	MS PRIN	107,500	110,000	2,500
TOTOLO	TRICIA	ELEM PRIN	97,000	100,000	3,000
VARRECCHIONE	VINCENT	HS ASST PRIN	97,500	99,500	2,000
VESEY	TIMOTHY	MS PRIN	107,500	110,000	2,500
WARD	KRISTIN	DIRECTOR	100,000	102,000	2,000
					SALARY 58,405
					CERT. PENSION 9,549
					MEDICARE 847
					TOTAL 68,801



Cranston Public Schools

Evaluation Handbook and Policy Agreement For Educators and Related Service Providers

September 2014
(Updated: May 2015, July 2016, July 2018)

Equal Opportunity Employer:

Cranston Public Schools is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

Title II & Title IX Coordinator of Employment
Raymond L. Votto Jr.
Chief Operating Officer

504 Coordinator
Joseph Rotz
Executive Director of Educational Programs

2018 School Committee Members

Janice Ruggieri, Chairman
Stephanie Culhane
Jeffrey Gale
Michael A. Traficante
Vincent Turchetta
Daniel Wall
Domenic Fusco

Cranston Public Schools Administration

Jeannine Nota-Masse, Superintendent
Norma Cole, Asst. Superintendent
Joe Balducci, Chief Financial Officer
Raymond Votto, Chief Operating Officer
Joseph Rotz, Executive Director of Education Programs and
Services
Michele Simpson, Executive Director of Pupil Personnel Services
James Dillon, Executive Director of Student Information Services
& Data Management

Cranston Teachers' Alliance

Lizbeth A. Larkin, President
John A. Santangelo, Jr., Vice President
Kathleen A. Torregrossa, Secretary
Amy S. Misbin, Treasurer

Evaluation Design Team

Thomas Barbieri
Frank Flynn
Lizbeth Larkin
Peter Nero
Kathleen Torregrossa

District Evaluation Committee (DEC)

The DEC serves as a governing body to support the educator evaluation system. It is representative body comprised of central office administrators, building administrators, a program supervisor, and educators. Selection is determined through Central Administration and the Cranston Teachers' Alliance (CTA). The following five members of the DEC are selected by the Superintendent or designee: central office administrator, Human Resources representative, high school administrator, middle school administrator, and elementary school administrator. The following five members are selected by the CTA President or designee: program supervisor, high school educator, middle school educator, elementary school educator, and CTA Executive Board Member. Additionally, the Educator Evaluation Coordinator serves on this committee as the Committee Chairperson. Each committee member serves a two-year term. All representatives of the DEC complete evaluator training, with the exception of the representative from Human Resources.

2017-2018 DEC Members

Kathleen Torregrossa- Chairperson, Evaluation Coordinator
Joseph Rotz – Executive Director of Educational Programs and Services
John Santangelo – Vice President, Cranston Teachers' Alliance
Raymond Votto – Chief Operating Officer
Michael Crudale - Principal, Park View Middle School
Darcy Mollo – Sp. Ed. Teacher, Park View Middle School
Karen Casperson– Elementary Teacher, Eden Park
Rhonda Marro – 8th Grade ELA, Park View Middle School
Bryan Byerlee– Principal, Garden City Elementary School
Gina Armstrong – Program Supervisor, Occupational Therapy
Sandi Matoian-Heard– Asst. Principal, Cranston High School East

Past Members: **David Regine**, Program Supervisor for Instructional Technology, **Cheryl Anderson** - Asst. Principal, Cranston High School West, **Tonianne Napolitano**, Former Garden City Principal, **James Zanfini** - Principal, Oaklawn, **Jodi Murphy** – Guidance, Cranston High School East, **Joseph Potemri** - Assistant Principal, Cranston High School East, **Matthew Sheridan**, 6th Grade, Arlington, **Karen Altieri** – 5th Grade, Orchard Farms, **Katrina Pillay** – i3 coordinator

A Message From:
Lizbeth Larkin
President, Cranston Teachers' Alliance

Several years ago the Cranston Teachers' Alliance entered into a labor-management agreement with Cranston Public Schools to develop and implement a new educator evaluation system. This initiative was supported and funded by an Innovation Grant awarded by the American Federation of Teachers.

The Cranston Teachers' Alliance supports all efforts to ensure that educator evaluations be a fair, equitable, and meaningful process. We also think that it is imperative that all administrators have the appropriate training in order for them to effectively evaluate and support their staff. It is equally important that all educators receive support and guidance in order to fully participate in the process and be successful. Cranston Public Schools and the Cranston Teachers' Alliance work collaboratively in order to provide professional learning opportunities aligned with the Evaluation Rubric.

Our participation and commitment to this endeavor has remained strong which has allowed us to constantly communicate with each other, assess the evaluation model and related procedures, and to ensure an authentic system.

Lizbeth A. Larkin, President
Cranston Teachers' Alliance, Local 1704
American Federation of Teachers

A Message From

***Jeannine Nota-Masse
Superintendent, Cranston Public Schools***

Together with the Cranston Teachers' Alliance, Cranston Public Schools has worked collaboratively to develop, implement, and support a new educator evaluation system. Over the past several years, much work has been done to ensure a fair and equitable system is in effect for all educators in Cranston. We are pleased with the instrument that has evolved over the years, with valuable input from all stakeholders.

The commitment from the RI AFT, Cranston Teachers' Alliance, and Cranston Public Schools has remained strong in this work. The outcome has been an instrument that leads to high quality instruction for all of our students.

Jeannine Nota-Masse
Superintendent
Cranston Public Schools

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History/Rationale/Purpose

Over a decade ago, Cranston Public Schools (CPS) recognized a need to redesign the evaluation process for educators. That new model, based on work by Charlotte Danielson, addressed the need to have a better, more accurate picture of what constitutes good teaching practice in order to serve two purposes – to both inform and guide educators on improving their practice through focused professional development, and to see that improvement in practice translated into improved student achievement. While that system was successful for the time in which it was implemented, more current research on educator evaluation, as well as the current political climate, have illuminated the need to record and review multiple measures of a educator's practice in order to gain a more comprehensive understanding of effective practice in a world that is rapidly changing.

In 2009, Cranston was invited to join a consortium with five other districts (Central Falls, Pawtucket, Providence, West Warwick, and Woonsocket) to develop a high quality educator evaluation and support system. The RIIC, Rhode Island Innovation Consortium, was formed. In May of 2010, an educator contract was approved for Cranston that included the creation of a new educator evaluation system. The eventual model is fully aligned with the RI Educator Evaluation System Standards and the RI Professional Teaching Standards, and adapted from Charlotte Danielson's Framework for Teaching (2007).

The RI Innovation Initiative on Educator Evaluation was a collaborative effort led by the RI Federation of Educators and Health Professionals, the districts' superintendents, and union presidents. Administrative and union teams worked side by side, along with national experts to create a research based system that is focused on professional growth, based on multiple measures of evidence, and provides meaningful feedback to support continuous improvement in professional practice.

In 2011, the RIIC model was approved for gradual implementation. Over the course of the 2011-2012 school year the model underwent a rigorous restructuring, based on feedback from all constituents involved that year. In May of 2012, a new, redesigned RIIC model gained approval from the Rhode Island Department of Education (RIDE) for full implementation in the fall of 2012. In August of 2013, the educator rubric was revised and a rubric for related service providers was approved for pilot implementation. In July of 2014, the RI Legislature approved a new cyclical model, which is reflected in this document.

The Innovation Evaluation and Support System is focused on educator growth and student achievement. It relies on multiple measures of educator effectiveness, including impact on student growth and achievement. Educator effectiveness will be rated on the following domains:

- Planning & Preparation (Standard 1)
- The Classroom Environment (Standard 2)
- Instruction (Standard 3)
- Professional Growth & Responsibilities (Standard 4)
- ~~Student Growth Measures (RIDE's SLOs/SOOs)~~

Final Educator Effectiveness Rating

Professional Practice

Planning & Preparation

Classroom Environment

Instruction

Professional Growth &
Responsibilities

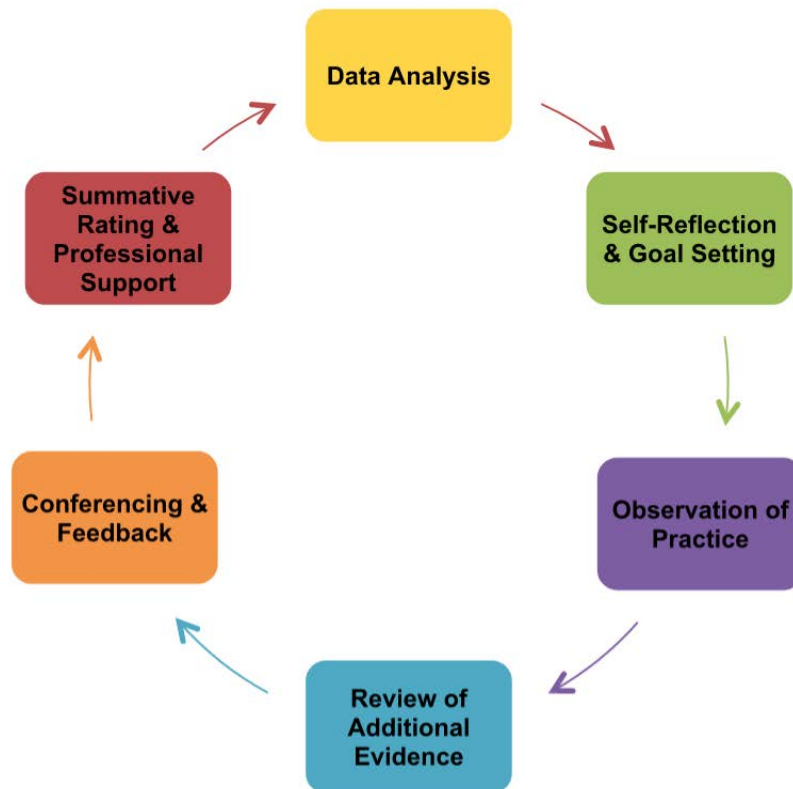
(EVALUATION RUBRIC)

Eleven rubric elements address various aspects of student learning across the 4 domains of the rubric.

An educator's final effectiveness rating will be the average of the 35 total elements in the rubric.

The following processes frame the system:

- Goal setting and reflection
- Formal observations and informal observations by highly trained evaluators
- Review of additional evidence of effectiveness
- ~~RIDE's student growth measures~~
- High quality, timely feedback
- Personalized professional development plans
- Intensive support with timelines for improvement for personnel identified as ineffective or developing



Educator Evaluation Components

In accordance with Article XVIII and any and all relevant sections of the collective bargaining agreement (Appendix E), all educators will be required to participate in the differentiated evaluation process. Any educator new to Cranston Public schools, who has achieved tenure in their previous district, will be evaluated for two consecutive years. All other non-tenured educators, and educators new to the Cranston Public Schools, will be evaluated on an annual basis for three consecutive years. All other educators will be placed in a differentiated cycle for evaluation based on their rating. A teaching year shall consist of a minimum of 135 days worked.

The Cranston Public Schools will have certified evaluators. In order to ensure this, the Cranston Public Schools and the Cranston Teachers' Alliance agree to collaborate in the provision of initial evaluator training and continuous support.

Prior to the end of September, Human Resources will provide each building principal with a list of faculty members to be evaluated that year. The building principal is then required to notify educators, in writing of their official evaluation status for that academic year. This will serve as the educator's official notification of the pending evaluation.

In the event that an educator should obtain an overall rating of Developing or Ineffective, an Intervention Plan (Appendix F) will be created by the evaluator with the educator. Human Resources will coordinate the District Educator Intervention Plan.

~~*Any teacher who has a Professional Practice rating of Developing on the formal teacher evaluation instrument may not participate in the Teacher Assignment Process.*~~

~~*Any teacher who has a Professional Practice rating of Ineffective on the formal teacher evaluation instrument may not participate in the Teacher Assignment Process.*~~

Any teacher who has a Professional Practice rating of Developing or Ineffective on the formal teacher evaluation instrument may not participate in the Teacher Assignment Process.

Educator Evaluation Schedule (Revised 1-2016)

(Teachers, Related Service Providers, and TOSAs)

Month	Effective & Highly Effective – Not in Formal Year (all categories)	Effective & Highly Effective Formal Year	Non Tenured Educators, Using New Certification, Ineffective, & Developing	TOSAs – Formal Year Teachers on Special Assignment (Teachers that are in positions where they do not work with students and therefore, cannot do SLOs/SOOs.)	RSPs <i>RSPs do not have to do a lesson plan, however, if they normally teach lessons and choose to do a lesson plan they certainly may submit a lesson plan for an observation.</i>	Evaluators
September & October		1 st Self Assessment (p. 12) Design 1 PGG (p. 13) Review Student Data Design two SLOs (p.14)	1 st Self Assessment (p. 12) Design 1 PGG (p. 13) Review Student Data Design two SLOs (p.14)	1 st Self Assessment (p. 12) Design 1 PGG (p. 13) Review Data Design one SAO (Special Assignment Objective)	1 st Self Assessment (p. 12) Design 1 PGG (p. 13) Review Student Data Design two SLOs/SOOs (p.14)	Review & Approve PGGs SLOs, & SOOs for those teachers in a formal evaluation year.
November & December		1 informal Observation (p.20) 1 Formal Observation (p.19)	1 informal Observation (p.20)	1 informal Observation (p.20)	1 informal Observation (p.20)	<i>Suggested</i> Observe all Non tenured once Observe 1/3 Tenured
January & February		Review goals with Evaluator if necessary. Enter mid year data only if adjusting SLO/PGG.	Formal Observation, write Reflection Review goals with Evaluator and enter mid year data if adjusting SLO/PGG.	Formal Observation, write Reflection Review goals with Evaluator and enter mid year data if adjusting SAO.	Formal Observation, write Reflection Review goals with Evaluator and enter mid year data if adjusting SAO.	<i>Suggested</i> Observe Non Tenured once, Observe 1/3 Tenured & complete all Formal Observation Review educator's goals
March & April	Review PD activities and feedback from walk-throughs to prepare for annual conference.		1 additional Observation	1 additional Observation (if non-tenured)	1 additional Observation (if non-tenured)	<i>Complete all observations</i>
May	Annual Conferences should be completed.	2nd Self Assessment, prior to Summative Conference Prepare for &	2 nd Self Assessment, prior to Summative Conference Prepare for & participate in Summative Conference	2 nd Self Assessment, prior to Summative Conference Prepare for & participate in Summative Conference	Prepare for & participate in Summative Conference	Prepare and hold summative and annual conferences.

		participate in Summative Conference				
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Formal Observation of Practice (once during formal year) – Teachers will submit a lesson plan, teacher and evaluator discuss the lesson plan in a pre- conference, evaluators submit observation feedback to educator, and then the teacher and the evaluator meet for a post-conference. This formal observation cycle should be **completed within 15 school days**. The process for Related Service Providers and TOSAs is similar, with the exception that they do not need to do a lesson plan.

New Evaluation Cycles: Ineffective/Developing - Every Year; Effective - Every Third Year; Highly Effective - Every Fourth Year (Revised 1-2016)

Educator Self Assessment & Reflection **(Formal Evaluation Year)**

Educators will begin each school year by rating themselves on the CPS Professional Practice Rubric prior to designing that year's Professional Growth Goal (PGG). Again, prior to the summative conference, educators will rate their practice. In addition, either after a formal or informal observation, educators will review the evidence, write a brief reflection, and can rerate themselves on those targeted areas should they choose. Over the course of a school year, educators may discover patterns and note areas of increasing strength as well as continuing areas for growth.

Purpose: Review for patterns of practice, note areas of strength and growth

Types:

1. Rubric Rating
2. Evidence Reflection

Commence:

1. Prior to designing PGG
2. After evidence from a formal or informal observation
3. End of the year, before the summative conference

Process/Number of times per school year:

1. Minimum of two times, prior to developing the yearly PGG and again later in the school year, in preparation for the summative conference and rating.
2. A reflection is completed in Aspen after either a formal lesson or an informal observation (during a formal year) once the evidence in the evidence collection template has been reviewed.

Participant(s): Educator

Materials Needed:

1. CPS Professional Practice Rubric
2. Reflection template in Aspen

Outcome(s): Direct professional growth plan

Professional Growth Goals (PGGs) **(Formal Evaluation Year Only)**

These targeted goals shape every educator's professional development for the school year and are to be developed only during an educator's formal evaluation year. They are developed after self-assessment on the CPS Professional Practice Rubric and after reflection of the prior year's ratings. This will form a clear understanding of individual areas of strength and for growth.

Purpose: Continual, personalized, targeted, documented professional growth

Commence: Start of each school-year formal evaluation cycle or after educator self-assessment of practice

Process/Number of Times per school year: Design, receive evaluator approval at start of year the evaluation process, review progress throughout the school year through the action plan, and they may be modified (with approval of Evaluator) at mid year.

Participants: Educator, Evaluator

Materials Needed: CPS Professional Practice, PGG Template

Conclusion: PGG is rated within the CPS Professional Practice, 4.4b and 4.4c, at the conclusion of the school year, with evidence provided by educator prior to the summative conference.

Educators will submit their PGG to Evaluators by the last Friday in September.

Student Learning Objectives (SLO's) **(Mandated by RIDE)** **(Formal Evaluation Year Only)**

SLOs are long-term academic goals, set by educators for groups of students, are based on student data, and are to be developed only during an educator's formal evaluation year. They should represent important concepts in learning, must be measurable by valid and reliable assessments, and can be either progress or mastery based.

Purpose: Continual, targeted, documented student growth

Types: Reading, writing, math, or content specific

Commence: Start of school year (October), after a review of student data

Process/Number of times per school year: Design, receive evaluator approval at the start of school year, review throughout the school year and progress through academic plan, and may be revised (with approval of Evaluator) as appropriate at midyear, with supportive evidence to provide rationale for the adjustment. Revisions are based on the RIDE guidelines.

Participants: Educator, evaluator, students

Materials Needed: Student Data on specific assessment criteria, SLO template in Aspen, RIDE approval and rating process

Conclusion: SLOs are rated using the RIDE SLO attainment process, at the end of the school year, with evidence provided by the educator, in advance of the summative conference.

Educators will submit their 2 SLOs/SOOs to Evaluators by the second Friday in October.

Conferences

There are five types of conferences: goal setting, midyear, pre and post observation, and summative. ***ONE conference is required for all educators every year: the summative. Non-tenured educators, those new to the district, those using a new certification, Developing, and Ineffective educators will also have a mid-year conference.*** While summative conferences must be conducted, in person, between each educator and their evaluator, goal setting and mid year review conferences may be conducted with small groups of educators, when appropriate (for example, by grade level, department, or program). End of year conferences, for educators in their formal year, require the collection, analysis, and continuous review of data, Educator Self-Assessment and Reflection data and Student Assessment data. End of year conferences, for those educators not in their formal year, will be reflective in nature and will be between the evaluators and educators.

The pre-observation and post-observation conferences occur surrounding a lesson plan and are only required during a formal observation year.

Goal Setting Conference – Optional

This beginning of the school year meeting between an educator and their evaluator solidifies both an educator's PGG, as well as their SLOs. evidence collection plan for Element 3.5.

Purpose: During the goal setting conference, the educator and evaluator should review the data used to set both the Professional Growth Goal and two Student Learning Objectives, determine the appropriateness of the goals, and complete the approval process.

Commence: Start of School Year

Process/Number of times per school year: The Educator reviews the data and the goals are is submitted to the Evaluator for approval. The Evaluator should use the PGG Approval Rubric to complete that process. and RIDE guidance to approve SLOs. The data that supports the attainment of the goals should be continuously reviewed throughout the year. The goals can be revised as needed, in collaboration between the educator and the evaluator, but no later than mid year/mid cycle.

Participants: Educator, Evaluator

Materials Needed: PGG ~~and/or SLO~~ Materials, Element 3.5 Evidence Collection Sheet

Conclusion: Implement action plans for the goals once approval has been granted.

Pre-Observation Conference (only necessary when submitting a lesson plan)

The pre-observation conference is used by the evaluator to clarify specific elements of an educator's lesson plan prior to an observation.

Purpose: Conducted prior to a formal observation, this conference gives the educator an opportunity to respond to any questions about the lesson the evaluator may have. During this conference, the educator should discuss the Evidence Collection worksheet for Element 3.5, which was submitted within the first 6 weeks of the year and/or semester (for high school faculty being evaluated in the second semester), and discuss the student data as it relates to instructional decision making.

Commence: This conference will take place prior to the observation.

Process/Number of times per school year: The first step is for the evaluator to request a lesson plan from the educator and set a preliminary pre-observation conference and observation date. The educator then designs and submits the lesson plan to the evaluator and peer evaluator (if appropriate). The lesson plan is reviewed, and the educator and evaluator(s) meet to discuss the upcoming lesson. This process should occur prior to each formal observation.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials Needed: Lesson plan, 3.5 Evidence Collection Sheet

Conclusion: Confirm observation date and time

Post Observation Conference

During a post observation conference, the educator and evaluator have an opportunity to review and discuss what was observed during an educator's lesson. These professional conversations should provide

additional insight into an educator's continually evolving professional practice.

Purpose: Research suggests that positive, productive, timely feedback is essential to establishing a culture of change for educators. Professional conversations between an educator and evaluator should serve as a catalyst for ongoing professional growth.

Commence: After each formal observation, after the educator has reviewed the recorded evidence, ~~and she/he written~~ **writes** a reflection on the lesson and the evidence provided, which in turn is reviewed by the evaluator.

Process/Number of times per school year: Once a formal observation has occurred, the evidence has been reviewed and the educator has written a reflection, the post observation conference will take place. This conference should be both holistic in nature with respect to an educator's practice and targeted to specific areas of both professional strengths and areas for growth. Individual components and elements for the CPS Professional Practice should be used as a basis for this conversation, which should take place at the culmination of each formal observation cycle.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials Needed: Evidence collection template, CPS Professional Practice rubric, reflection template, student work (as appropriate)

Conclusion: Discuss next steps towards professional growth

Mid Year Review Conference – Optional for Highly Effective & Effective unless Educator is adjusting the ~~SLO/SOO~~/PGG (based on data) and only done during a formal evaluation year.

A mid year review conference provides an opportunity to collect and analyze data on the PGG, **SLOs**, and an educator's professional practice. Agreed upon modifications can then be made to goals and/or teaching practice.

Purpose: This conference serves as a mid-year check on an educator's PGG ~~and SLOs~~ and allows for agreed upon modifications to be made if necessary. These modifications must have the approval of an educator's evaluator(s). Mid Year Review conferences may be conducted with small groups of

educators, when appropriate (for example, by grade level, department, or program).

Commence: Mid-year

Process/Number of times per school year: It is essential that the data for ~~both~~ the PGG ~~and SLOs~~, be continuously reviewed by the educator. The mid-year conference is the last opportunity to make changes to an educator's goals. In writing, using the Mid-Year Revision/Review template in Aspen, educators may communicate a request for revision and must provide supporting documentation to the evaluator by the last day of the second quarter. If approved, then the revision process must be completed, in collaboration between the educator and evaluator, by the Friday before February break. In addition, educators may request feedback on their professional practice using the Mid-Year Revision/Review template.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials Needed: Data, PGG ~~and SLO~~ templates

Conclusion: Goals are reviewed and modifications are made as needed

End of Year Conferences: Every year all educators will participate in one type of conference.

Annual Conferences (for those educators in a NON-Evaluative Year):

Annual conferences for educators in a non-evaluative year will occur during the 3rd or 4th quarter (only one conference per educator per year), and will be no more than 30 minutes in duration.

At the annual conference, educators should be prepared to discuss the professional ~~development~~ learning they took during the year and the impact the new strategies had on teaching and learning.

You and your administrator can schedule a date for this conference no earlier than first day of 3rd quarter and no later than the Friday of the first full week of May. The conference must occur by the last Friday of the school year.

In preparation for the annual conference, educators should review their PL Activities in their Aspen PL plan. Your administrator can also view your PL Activities list.

Summative Conference (for those educators in a Formal Evaluative Year):

For an educator in a formal year, the end-of-year summative conference provides the opportunity to review an educator's evidence of goal attainment, as well as a cumulative view of professional practice, which leads to a final educator effectiveness rating for that school year.

Purpose: The summative conference is a professional conversation that serves a number of purposes. While the educator and the evaluator review and discuss the various components that lead to a educator's final cumulative effectiveness rating, it also should provide guidance to the educator regarding their progress over the year, areas that indicate growth as well as a blueprint for the design of next year's PGG for continued professional development if a new PGG is to be developed as the evaluation process will continue into the next year (non-tenured, those with Ineffective or Developing Ratings).

Commence: End-of-year (April to June).

Process/Number of times per school year: Evaluators should begin to collect evidence of effectiveness and the attainment of goals in April. All student data on the assessments selected must be completed by the end of the first full week of May. Summative conferences can be scheduled with educators. Evaluators should establish a summative conference schedule. Educators should have at least five school days to prepare materials for submission to their evaluators. Evaluators should have at least five school days to review and rate an educator's evidence in advance of the summative conference date. This once-a-year conference completes the educator evaluation process for the school year.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials: All materials, data, evidence related to educator evaluation, final summative rating sheet

Conclusion: This conversation should end with an educator and their evaluator's comprehensive understanding of the educator's current level of effectiveness, areas of strength and growth, and considerations for the next year's PGG.

Observations

There are three types of observations. ***At least one observation is required for all educators in their formal evaluation year. At least three observations are required for non-tenured educators, those who are using a different certification, and those who have been rated as developing or ineffective.***

Principals may observe a teacher's classroom and classroom instruction at any time; however, formal scripted evidence is only collected during a formal evaluation year. Evaluators may take notes during informal observations that occur during a non-formal evaluation year.

Formal Observation

This is the most comprehensive type of observation, and is required for educators in their formal observation year, non-tenured educators, those who have been rated as either developing or ineffective, and those who are now using a different teaching certification. (Minimum 30 minutes)

Sequence of events:

- Lesson plan
- Pre-observation conference
- Observation
- Evidence feedback
- Self-reflection (and rating)
- Post conference

Purpose: This type of observation provides a complete picture of an educator's preparation, implementation, performance, and reflection on a specific lesson.

Commence: At least once a year for non-tenured educator and those rated as either developing or ineffective, educators who have changed certifications or are in their formal observation year. Both the educator and their evaluator agree upon the observation time.

Process/Number of times per year: The formal observation cycle should begin and conclude within twelve school days. The evaluator requests a lesson plan from the educator, then reviews and aligns the evidence prior to the pre-observation conference. During this conference, the evaluator has the opportunity to ask clarifying questions and the educator can provide

additional information about the lesson. Within the next one or two school days, the observation occurs.

The Evaluator then aligns the evidence, which is reviewed by the educator prior to writing their reflection. The reflection evidence is also added to the evidence collection template in preparation of the post observation conference. During this conference the educator and evaluator review the lesson holistically as well as on focused areas.

Formal observation cycles occur at least once a year for non-tenured educators and those rated as either developing or ineffective, once for those educators who have changed certifications or are in their formal observation year.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials: Lesson plan, evidence collections template, reflection template, CPS Professional Practice Rubric rating sheet

Conclusion: Collection of evidence is provided to an educator at the end of the cycle.

Informal Observation (During Formal Evaluation Year)

During an informal observation, the evaluator collects evidence to be shared with the educator. These observations are more informal in nature yet help to provide evaluators with a more comprehensive view of an educator's daily practice. Every educator should have a minimum of one informal observation per year. Non-tenured educators, those who have been rated as either developing or ineffective, and those who are now using a different teaching certification should have a minimum of two informal observations. These observations may be 10 to 20 minutes in duration.

Sequence of Events:

- Observation
- Evidence Feedback
- Self Reflection (and Rating)

Purpose: Although this is an informal observation and does not include a lesson plan, a pre-observation or post observation conference; there is an additional opportunity for the evaluator to collect instructive evidence on a

educator's practice and for the educator to then review that evidence in order to grow professionally.

Process/ Number of times per school year: The informal observation cycle should begin and conclude within twelve school days. The evaluator visits the classroom and collects evidence of a educator's practice. The evaluator then aligns that evidence, which is reviewed by the educator. If educators chose to write a reflection to this observation, this evidence is also added to the evidence collection template.

Commence: The informal observation cycles occur at least twice once a year for all educators. Non-tenured educators, those who have been rated as either developing or ineffective, and those who are now using a different teaching certification should have a minimum of two informal observations.

Participants: Educator, Evaluator, Peer Evaluator (as appropriate)

Materials: Evidence collection template

Conclusion: Collection of evidence is provided to an educator at the end of the cycle.

Yearly Effectiveness Ratings

At the end-of-the-year conference, the evaluator will provide the educator with their summative Professional Practice/Growth & Responsibilities rating (PPGR). The following ranges will be used to determine level of effectiveness.

Scoring Key for CPS Professional Practice Effectiveness

Ratings:

HE= Highly Effective	(3.5 - 4.0)
E= Effective	(2.5 – 3.49)
D= Developing	(1.5 – 2.49)
I= Ineffective	(1.49 or less)

The CPS Professional Practice Rubric **is the vehicle for scoring an educator's Professional Practice, Growth and Responsibilities.** ~~The PPGR rating will be combined with the Student Learning Rating (SLR) to determine the overall effectiveness rating. The SLR is a combination of the Student Learning Objectives (SLO) Attainment Score and, where appropriate, the Student Growth Score. Once the SLR has been determined~~

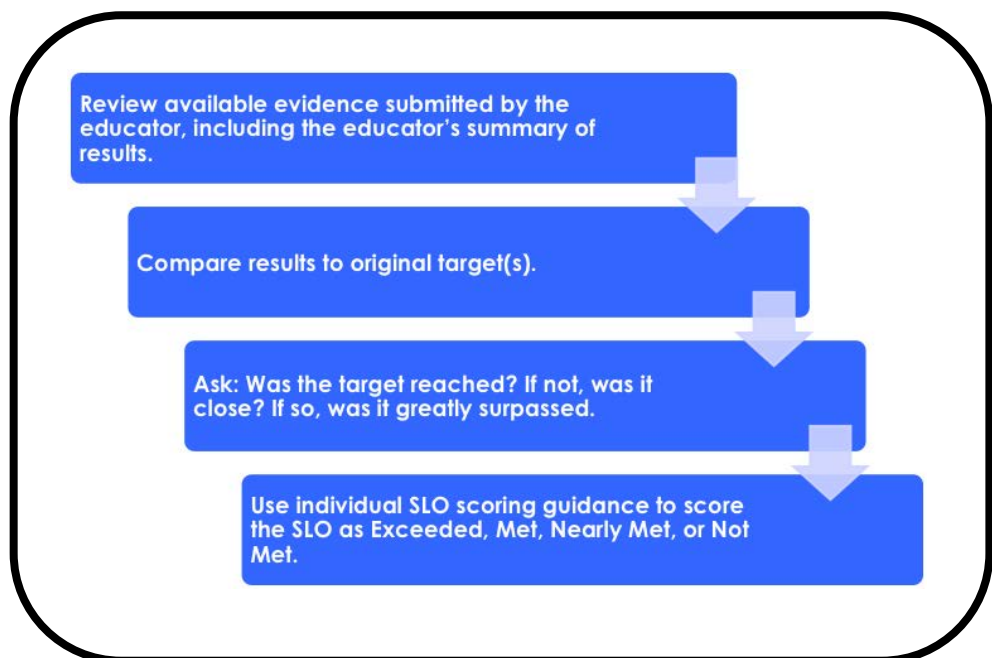
and shared with the educator, the SLR and the PPGR will be plotted into the matrix to determine the Final Effectiveness Rating.

Final Effectiveness Rating:

All of the 35 elements in the Professional Practice Rubric will be averaged to determine the final effectiveness rating.

Scoring Individual Student Learning Objectives

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Sample SLO:

~~Objective:~~ Students will improve their expository writing in response to informational text, including a clear thesis statement and the inclusion of appropriate textual evidence.

~~Assessment:~~ District writing prompt assessment (administered quarterly)

~~Targets:~~ (The following example is based on a 4 point rubric with 60 students, adjust if you use another rubric)

~~Of my population of 60 students across two classes:~~

~~-The 6 students who scored a 4 on the Q1 assessment will maintain their achievement level through Q4.~~

~~-The 20 students who scored a 3 on the Q1 assessment will improve by at least 1 level by Q4.~~

~~-The 34 students who scored a 1 or 2 on the Q1 assessment will improve by at least 2 levels by Q4.~~

~~You could opt to write a goal with 4 or more tiers depending on your student population.~~

Step 1: Scoring Individual SLOs Examples

Exceeded

~~This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).~~

~~**Criteria: 85% or more of the students met the target and 35% of the those students exceeded the target – Exceeded**~~

~~**In the example below, with 60 students, for a teacher to achieve Exceeded, at least 51 students (85%) must meet the target and of those 51, 18 (35%) must exceed the target.**~~

~~*Sample Data:*~~

~~-6 out of 6 students who scored a 4 on the Q1 assessment maintained their achievement level through Q4, thus meeting the target.~~

-20/20 students who scored a 3 on Q1 assessment improved by at least 1 level by Q4, meeting their target. 16 of the 20 students improved by at least 2 levels, exceeding their target.

-33/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4, meeting their target and 7 of the 34 students improved by at least 3 levels, exceeding their target. 1 student only gained one level.

All but one student met the target. In addition, 59 out 60 met their target with 23 out of those 59 students exceeding their targets. This can be considered a "substantial" improvement.

Met

This category applies when all or almost all students met the target(s). The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).

Criteria: 75% - 84% (45-51) or more of the students met the target = Met

Sample Data:

5/6 students who scored a 4 on the Q1 assessment maintained their achievement level through Q4.

- 15/20 students who scored a 3 on Q1 assessment improved by at least 1 level by Q4. 5 of the 20 students improved by 2 levels.

- 32/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 3 of the 34 students improved by 3 levels.

Most students met their targets. 8/60 students exceeded their targets (not 35%). Only 3/60 students did not meet their targets.

Nearly Met

This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell just short of the level of attainment established by the target(s).

Criteria: 65%-74% (39-44) of students met the target = Nearly Met

SAMPLE DATA

- 3/6 students who scored a 4 on the Q1 assessment maintained their achievement level through Q4.
- 14/20 students who scored a 3 on Q1 assessment improved by at least 1 level by Q4.
- 26/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 2 of the 34 students improved by 3 levels.

Each of the targets were missed by more than a few students with only 44/60 students meeting the targets. However, 2 students exceeded their targets.

~~Not Met~~

This category applies when the results do not fit the description of what it means to have "Nearly Met". If a substantial proportion of students did not meet the target(s) the SLO was not met. This category also applies when results are missing, incomplete, or unreliable.

Criteria: <65% of students met the target (38 or less) – Did Not Meet

Sample Data:

- 2/6 students who scored a 4 on the Q1 assessment maintained their achievement level through Q4.
- 8/20 students who scored a 3 on Q1 assessment improved by at least 1 level by Q4.
- 16/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4.

— The targets were not met in any of the tiers. 4 students did not maintain their level in the first tier, 8 missed the target in the second tier and 16 students missed the target in the third tier. This can be considered a substantial proportion for a group of this size (26/60)

~~Granston Public Schools criteria for scoring individual SLOs:~~

85% or more of the students met the target and of those, 35% of the students exceeded the target – **Exceeded**

75% - 84% or more of the students met the target – **Met**

~~65%-74% of students met the target = **Nearly Met**~~

~~<65% of students met the target = **Did Not Meet**~~

~~**Step 2: How the two individual scores combine into one rating:**~~

Table 1: SLO Scoring Lookup Table for 2 SLOs

SLO 1	SLO 2	Final
Exceeded	Exceeded	Exceptional Attainment
Exceeded	Met	Full Attainment
Exceeded	Nearly Met	Full Attainment
Met	Met	Full Attainment
Met	Nearly Met	Full Attainment
Exceeded	Not Met	Partial Attainment
Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Not Met	Minimal Attainment
Not Met	Not Met	Minimal Attainment

~~(RIDE August 2013) Delete table~~

~~**Rubric to holistically score both SLO's: Delete table below**~~

Exceptional Attainment	<ul style="list-style-type: none"> Results across Student Learning Objectives indicate superior student mastery or progress. This category is reserved for the educator who has surpassed the expectations described in their SLOs and/or demonstrated an outstanding impact on student learning.
Full Attainment	<ul style="list-style-type: none"> Results across Student Learning Objectives indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOs and/or demonstrated a notable impact on student learning.
Partial Attainment	<ul style="list-style-type: none"> Results across Student Learning Objectives indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs and/or demonstrated a moderate impact on student learning.
Minimal Attainment	<ul style="list-style-type: none"> Results across Student Learning Objectives indicate insufficient student mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs or the educator who has not engaged in the process of setting and gathering results for SLOs.

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~~The following matrix combines both the SLO and state standardized testing, where applicable. Delete both tables.~~

		Student Learning Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

The Rhode Island Growth Model will not be included in educator evaluations until the 2013-14 school year.

(RIDE

Final Effectiveness Rating Matrix

2013)

(Based on RIDE's Matrix)

		Student Learning Rating: SLO's + Growth Score (where applicable)			
		4	3	2	1
(PPGR) Professional Practice + Growth & Responsibilities: Standards 1- 4	4 Highly Effective	HE	E	D	D
	3 Effective	HE	E	D	D
	2 Developing	E	E	D	I
	1 Ineffective	D	D	I	I

Appeals Protocol to an Educator Evaluation Rating

- a. Appeal process can only be used if an overall educator rating is ineffective or developing.
- b. Communication, in written form, requesting an appeal is to be initiated on the part of the educator and sent to Human Resources. In this notification, the reasons why the appeal is being requested must be included. Along with the notification, it is the educator's responsibility to submit documentation supporting their appeal, which includes citing the specific elements they believe received an inappropriate rating and their rationale for the rating they feel is warranted.
- c. Appeals must be initiated on the part of the educator within five workdays of the summative conference or receipt of the final effectiveness rating.
- d. A subcommittee consisting of three individuals from the District Evaluation Committee (DEC), one of which will be a Master Coder, will meet with the educator within five workdays of Human Resources receiving notification to review the rating. Each subcommittee will determine a chairperson and every effort will be made to incorporate an administrator at the same level as the educator.
- e. Hearing Procedure:
 1. Chairperson will coordinate the meeting time and place.
 2. Appeals Hearing:
 - a. First, the subcommittee will meet to review documentation submitted by the educator.
 - b. Second, the subcommittee will meet with the educator.
 - c. Third, the subcommittee will meet with the evaluator.
 - d. Finally, the subcommittee will debrief to render a decision.
 3. The decision of the committee will be submitted to the Director of Human Resources.
- f. The educator and evaluator will be notified, in writing, of the DEC subcommittee's decision by the director of Human Resources, within three workdays of the meeting.
- g. The educator would be allowed to bring representation (union and/or legal) to the meeting with the subcommittee. If legal counsel is going to be present, the subcommittee needs to be notified within forty-eight hours of the meeting.
- h. If the educator is dissatisfied with the sub-committee's decision, a request to meet with the superintendent needs to be submitted within five calendar days. The educator would be allowed to bring representation (union and/or legal) to the meeting with the superintendent.

Appendix A

Cranston Public Schools Educator Professional Practice Rubric

Standard 1: Planning and Preparation Component 1.1: Demonstrating Knowledge of Content & Students

Educators must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning... Furthermore, educators must demonstrate this knowledge and understanding and also incorporate appropriate 21st century skills in the planning and preparation of their lessons (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
1.1a Knowledge of Content <i>RIPTS 1, 2, 3, 4, 5</i>	In planning, educator makes content errors.	Educator is familiar with the important concepts in the discipline, but may display lack of awareness of how these concepts relate to one another.	Educator displays solid knowledge of the important concepts in the discipline and how these relate to one another and to 21 st century skills.	Educator displays knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines and to 21 st century skills.
1.1b Knowledge of Students <i>RIPTS 1, 2, 3, 4, 5</i>	Educator displays little or no knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs.	Educator displays knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs, but only for the class as a whole.	Educator tracks students' skills, knowledge, language proficiency, backgrounds and/or medical needs, and displays this knowledge for groups of students in order to determine growth over time.	Educator understands and tracks individual students' skills, knowledge, language proficiency, and/or medical needs, and has a strategy for maintaining such information in order to determine growth over time for each student.

Standard 1: Planning and Preparation

Education is goal-directed and designed to achieve certain well-defined purposes. It is through the articulation of instructional outcomes that the educator describes these purposes. They should be clear and related to what it is that the students are intended to learn as a consequence of instruction. 21st Century outcomes must be included, as students must also learn the essential skills such as critical thinking, problem solving, communication and collaboration. (Danielson, FfT 2007)

Element	Ineffective	Developing	Effective	Highly Effective
1.2 Establishing Instructional Outcomes <i>RIPTS 1, 2, 3, 4, 5</i>	Outcomes do not reflect the appropriate standards, set low expectations for students, lack rigor, and/or only include one type of learning. Outcomes are stated as activities rather than as student learning.	Outcomes reflect the appropriate standards. Expectations and rigor are inconsistent and are suitable for most of the students in the class. Outcomes are written as a combination of student learning and activities.	Outcomes reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of groups of students. All the instructional outcomes are clear, written in the form of student learning.	Outcomes reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of individual students. All the instructional outcomes are clear, written in the form of student learning and represent opportunities for both coordination and integration with other disciplines.

Standard 1: Planning and Preparation

Component 1.3: Designing Coherent Instruction

An educator translates instructional outcomes into learning experiences for students through the design of instruction. Educators design instruction that reflects the needs of 21st century learners and include opportunities to collaborate, innovate, create and solve problems. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
1.3a Learning Activities, Lesson Structure & Content-Related Pedagogy <i>RIPTS 1, 2, 3,4,5</i>	Learning activities are not suitable-to instructional outcomes, do not include a range of pedagogical approaches, and are not designed to engage students. The lesson has no clearly defined structure, and/or time allocations are unrealistic.	Learning activities are inconsistent in their suitability to the instructional outcomes and represent little cognitive challenge. Learning activities include a limited range of effective pedagogical approaches and are not differentiated. The lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with unreasonable time allocations.	Learning activities are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for groups of students, help students construct content knowledge and build 21 st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations.	Learning activities are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for individual students, help students construct content knowledge and build 21 st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations, allowing for different pathways according to diverse student needs.
1.3.b Instructional Materials and Resources <i>RIPTS 1, 2, 3,4,5</i>	Materials, technology, and resources being used do not support the instructional outcomes nor engage students in meaningful learning.	Some of the materials, technology, and resources being used support the instructional outcomes, and engage students in meaningful learning.	Materials, technology, and resources being used support the instructional outcomes, and are designed to engage students in meaningful learning.	Materials, technology, and resources being used support the instructional outcomes, and are designed to engage students in meaningful learning, including student participation in selecting or adapting materials.
1.3.c Instructional Groups <i>RIPTS 1, 2, 3,4,5,9</i>	Instructional groups do not support the instructional outcomes.	Instructional groups support the instructional outcomes, with an effort at providing some variety as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of the use of data and/or student choice in selecting the different patterns of instructional groups.

Standard 1: Planning and Preparation
Component 1.4: Designing Student Assessment

Educators design on-going formative assessments that measure student progress. Educators use multiple measures to demonstrate student growth over time. (Danielson's FfT, 2007)

Element	Ineffective	Developing	Effective	Highly Effective
1.4 Designing Student Assessment <i>RIPTS 4, 5, 9</i>	Educator's plan for student assessment is not aligned with the instructional outcomes.	Educator's plan for student assessment is aligned with the instructional outcomes, but is limited to either formative or summative assessments, and/or lacks clear criteria and expectations. Educator identifies a plan to use assessment results to plan for future instruction for the class as a whole.	Educator's plan for student assessment is aligned with the instructional outcomes, has been adapted for groups of students, and includes both formative and summative assessments with clear criteria and expectations. Educator identifies plan to use assessment results to plan for future instruction for groups of students.	Educator's plan for student assessment is aligned with the instructional outcomes, has been adapted for individual students, as needed, and includes both formative and summative assessments with clear criteria and expectations. Educator identifies plan to use assessment results to plan future instruction for individual students.

Standard 2: The Classroom Environment
Component 2.1: Creating an Environment of Respect and Rapport

Education depends, fundamentally, on the quality of relationships among individuals. When educators strive to engage students in a discussion or an activity, their interactions with them speak volumes about the extent to which they value students as people. (Danielson's FFT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
2.1a Educator Interaction with Students <i>RIPTS 5, 6</i>	Educator-student interactions with at least some students are negative or inappropriate.	Educator-student interactions are generally appropriate, positive and respectful, but may reflect occasional inconsistencies.	Educator-student interactions are appropriate, positive and respectful.	Educator-student interactions are appropriate, positive and respectful to groups of students as well as individuals.
2.1b Student Interactions with One Another <i>RIPTS 5, 6</i>	Educator does not model nor encourage appropriate interactions particularly when student interactions are impolite or disrespectful.	Educator is inconsistent in modeling and/or encouraging appropriate interactions, particularly when students' interactions are impolite or disrespectful. OR Student interactions are generally polite and respectful.	Educator models and/or encourages appropriate interactions, particularly when students' interactions are impolite or disrespectful. OR Student interactions are polite and respectful whether directly monitored by an educator or not.	Educator models and/or encourages student interactions that demonstrate respect for one another. Students monitor each other's treatment of peers, correcting classmates respectfully when needed.

Standard 2: The Classroom Environment
Component 2.2: Establishing a Culture for Learning

“A culture for learning” refers to the atmosphere that reflects the importance of the work undertaken by both students and educator. It describes the norms that govern the interactions among individuals about the activities and assignments, and the general “tone”. A culture for learning implies high expectations for all students and schools are cognitively busy places. Both students and educator see the content as important. (Danielson’s FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
2.2a Importance of the Content <i>RIPTS 3, 4, 5, 6, 8, 9</i>	Educator does not communicate the importance of the content and/or conveys a negative attitude toward the content	Educator communicates importance of the content.	Educator communicates importance of the content using real-world connections.	Educator AND students communicate importance of the content using real-world connections.
2.2b Expectations for Learning and Achievement <i>RIPTS 3, 4, 5, 6, 8, 9</i>	Educator conveys low expectations for student learning and achievement for at least some students.	Educator conveys modest expectations for student learning and achievement.	Educator conveys high expectations for student learning and achievement.	Educator conveys high expectations for student learning and achievement. Students verbalize and/or demonstrate their understanding of the expectations.

Standard 2: The Classroom Environment

Component 2.3: Managing Classroom Procedures

One of the marks of highly effective educators is that they can take the time required to establish their routines and procedures at the outset of the school year. A hallmark of a well-managed classroom is one in which students are able to work independently and where differentiated instruction occurs. Another important aspect of classroom management relates to how an educator handles transitions between activities. (Danielson's FFT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
2.3a Management of Instructional Groups <i>RIPTS 6</i>	Educator's management of instructional groups does not promote active student participation.	Educator's management of instructional groups ensures that some students actively participate.	Educator's management of instructional groups ensures that all students actively participate.	Educator's management of instructional groups ensures that all students actively participate and support each other in achieving the outcomes of the lesson.
2.3b Management of Transitions <i>RIPTS 6</i>	Transitions are chaotic with significant loss of instructional time.	Transitions are uneven resulting in some loss of instructional time.	Transitions are efficient, with minimal loss of instructional time.	Transitions are seamless, with students assuming some responsibility in ensuring their efficient operation.
2.3c Management of Materials And Supplies <i>RIPTS 6</i>	Management of materials and supplies is inefficient, resulting in significant loss of instructional time.	Management of materials and supplies is uneven resulting in some loss of instructional time.	Management of materials and supplies is efficient with little loss of instructional time.	Management of materials and supplies is efficient with little loss of instructional time with students assuming some responsibility.

Standard 2: The Classroom Environment
Component 2.4: Managing Student Behavior

A key to efficient and respectful management of student behavior lies in agreed upon standards of conduct and clear consequences for overstepping bounds. Expert educators successfully enlist students in both setting and maintaining standards of conduct. Active participation in setting the rules of the classroom contributes to students' feelings of safety in class. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
2.4a Behavioral Expectations <i>RIPTS 6</i>	No evidence that standards of conduct and consequences have been established or communicated to students.	Standards of conduct have been established and communicated and appear to be clear to students.	Standards of conduct and consequences have been established and communicated and appear to be clear to students.	Standards of conduct and consequences have been established and communicated to students. Students have participated in their development.
2.4b Responding to Student Misbehavior <i>RIPTS 6</i>	Educator's response to student misbehavior is inappropriate. OR Educator does not respond to student misbehavior.	Educator's response to student misbehavior is inconsistent.	Educator's response to student misbehavior is appropriate, consistent and timely.	Educator's response to student misbehavior is appropriate, consistent, timely and successful. OR No student misbehavior is observed.

Standard 3: Instruction

Component 3.1: Communicating With Students

The presentation of a lesson potentially impacts the outcome of the lesson. In order to successfully engage students in the lesson, educators need to clearly frame the purpose of the lesson including presenting the context. Educators will be assessed on their ability to create reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity, and to correctly explain content. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
3.1a Expectations for Learning <i>RIPTS 8</i>	Educator does not explain the instructional purpose.	Educator explains the instructional purpose of the lesson or unit, attempting to communicate where it is situated within broader learning.	Educator explains the instructional purpose of the lesson or unit, linking to broader authentic learning, appropriate standards or 21 st century skills' expectations. Educator explains how students will demonstrate their learning.	Educator clearly explains the instructional purpose of the lesson or unit, linking to broader authentic learning, appropriate standards and 21 st century skills' expectations. Educator explains how students will demonstrate their learning with exemplars to guide student achievement.
3.1b Directions and Procedures <i>RIPTS 8</i>	Educator directions and procedures are confusing.	Educator directions and procedures are clarified after initial confusion.	Educator directions and procedures are clear.	Educator directions and procedures are clear, complete, and anticipate possible misunderstanding.
3.1c Explanation of Content <i>RIPTS 2,8</i>	Educator's explanation of the content is incorrect.	Educator's explanation of content is clear and correct but does not make a connection with students' knowledge, experience, appropriate standards or 21 st century skills' expectations.	Educator's explanation of content is clear and correct and connects with students' knowledge, experience, appropriate standards or 21 st century skills' expectations.	Educator's explanation of content is clear and correct and connects with students' knowledge, experience, appropriate standards or 21 st century skills' expectations. Students contribute to explaining content to their peers.

Standard 3: Instruction
Component 3.2: Using Questioning and Discussion Techniques

Skillful educators use questions and discussion to promote student participation and learning.
(Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
3.2a Quality of Questions <i>RIPTS 5, 8</i>	Educator's questions require only low cognitive challenge and single or limited responses.	Educator's questions are appropriate to the content although they cover only a limited range of skills and knowledge.	Educator's questions are appropriate to the content and cover a range of skills and knowledge. Questions are constructed to include higher order thinking and engage students in further discussion.	Educator's questions are appropriate to the content and cover a range of skills and knowledge. Questions are constructed to include higher order thinking and engage students in further discussion. Students formulate their own questions to advance understanding.
3.2b Delivery Techniques <i>RIPTS 5, 8</i>	Educator does not deliver questions using techniques that require students to engage cognitively and prepare to respond to the question. Questions may be asked in rapid succession without appropriate wait time.	Educator does not consistently deliver questions using techniques that require students to engage cognitively and prepare to respond to the question. Some questions may be asked in rapid succession and/or without appropriate wait time.	Educator delivers questions using techniques that require students to engage cognitively and prepare to respond to the question while providing sufficient wait time.	Educator delivers questions using techniques that require students to engage cognitively and prepare to respond to the question while providing sufficient wait time. Students respond to questions with evidence of their understanding.
3.2c Discussion Techniques <i>RIPTS 5, 8</i>	Educator makes little attempt to engage students in an authentic discussion and/or the educator and a few students dominate the discussion.	Educator makes some attempt to engage students in an authentic discussion with uneven results.	Educator creates an authentic discussion among students, using instructional and questioning techniques that successfully engage students in the discussion, stepping aside when appropriate.	Educator creates an authentic discussion among students, using instructional and questioning techniques that successfully engage students in the discussion, stepping aside when appropriate. Students ensure that all voices and ideas are heard in the discussion.

Standard 3: Instruction
Component 3.3: Engaging Student in Learning

Educators engage students in active construction of understanding by creating intellectual challenges that result in new knowledge. The ownership of learning transfers from the educator to the students. Educators' effective use of activities and assignments, grouping of students, instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
3.3a Projects, Activities and Assignments <i>RIPTS 5,6</i>	Projects, activities and assignments lack challenge, are inappropriate, or do not cognitively engage students.	Projects, activities and assignments are inconsistent in challenging and cognitively engaging students.	Projects, activities and assignments are appropriately challenging for all students, require 21 st century skills, and cognitively engage students.	Projects, activities, and assignments are appropriately challenging for all students, require 21 st century skills, and cognitively engage student in complex learning.
3.3b Instructional Materials, and Technologies <i>RIPTS 5,6,8</i>	Instructional materials and technologies are inappropriate for the instructional purpose.	Instructional materials and technologies are partially appropriate for the instructional purpose.	Instructional materials and technologies are appropriate to the instructional purpose, and are differentiated as appropriate.	Instructional materials and technologies are appropriate to the instructional purpose, and are differentiated as appropriate. Students initiate the choice, adaptation, or creation of materials to enhance their learning and build understanding.

Standard 3: Instruction
Component 3.4: Using Assessment in Instruction

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative. High-quality assessment practice makes students fully aware of criteria, informs educator's instructional decisions, and leverages both educator and student feedback. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
3.4a Assessment Criteria <i>RIPTS 5, 6, 9</i>	Educator does not convey the criteria by which students' work will be evaluated.	Educator inconsistently conveys the criteria by which student's work will be evaluated.	Educator clearly conveys the criteria by which students' work will be evaluated including providing exemplars to guide student achievement.	Educator clearly conveys the criteria by which students' work will be evaluated and students have contributed to the development of the criteria and/or creation of exemplars to guide student achievement.
3.4b Monitoring Student Learning <i>RIPTS 5, 6, 9</i>	Educator does not monitor student learning.	Educator uses formative assessment strategies to monitor student learning for the class as a whole.	Educator uses formative assessment strategies to monitor student learning and uncover misunderstandings for groups of students within the class.	Educator uses formative assessment strategies, including self and/or peer-assessments to monitor student learning and uncover misunderstandings for individual students.
3.4.c Providing Feedback to Students <i>RIPTS 5, 6, 9</i>	Educator's feedback to students is limited, infrequent and/or irrelevant, resulting in no advancement in learning.	Educator's feedback to students is general and/or infrequent resulting in minimal advancement in learning.	Educator's feedback to students is, timely, frequent, and specific, providing individual students with specific direction and information to help advance learning.	Educator's feedback to students is timely, frequent, and specific, providing individual students with direction and information to help advance learning. Students make use of the feedback in revising and improving their work.

Standard 3: Instruction
Component 3.5: Demonstrating Instructional Outcomes

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative. High-quality assessment practice makes students fully aware of criteria, informs educator's instructional decisions, and leverages both educator and student feedback.

	Ineffective	Developing	Effective	Highly Effective
3.5 Demonstrating Instructional Outcomes	At the end of cycle(s) of instruction, evidence demonstrates minimal or no student progress as determined collaboratively between the educator and the evaluator.	At the end of cycle(s) of instruction, evidence demonstrates moderate student progress as determined collaboratively between the educator and the evaluator.	At the end of cycle(s) of instruction, evidence demonstrates sufficient student progress as determined collaboratively between the educator and the evaluator.	At the end of cycle(s) of instruction, evidence demonstrates significant student progress as determined collaboratively between the educator and the evaluator.
Degree of Achieved Expectations: (RIDE Descriptors)	Very few students reached expectations.	Some students reached expectations, while some did not.	Most students reached expectations.	Most students reached and some exceeded expectations.

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Standard 4: Professional Growth & Responsibilities
4.1: Reflecting on Practice

Every educator should demonstrate professional growth over time through professional development, reflective practice, lifelong learning and adaptation of practice in response to research and data to improve student learning. (Danielson's FfT, 2007)

Element	Ineffective	Developing	Effective	Highly Effective
4.1 Reflecting on Practice <i>RIPTS 10</i>	Educator does not reflect on their strength and areas for growth. OR Educator reflects on their strength and areas for growth, but does not identify any practices that they would address differently in the future.	Educator reflects on their strengths and areas for growth, identifying general practices that they may address differently in the future.	Educator reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future.	Educator reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future complete with the probable success of different courses of action.

Standard 4: Professional Growth & Responsibilities
Component 4.2: Communicating with Families

Although parents and guardians vary enormously in how active a part they take in their children's learning, most parents care deeply about the progress of their children and appreciate meaningful participation. Families should not be surprised by information such as rules, how work is assessed and long and short-term goals for their child. Ideally, moving beyond simple dissemination of information to foster two-way communication can greatly benefit families, students and educators. (Danielson's FfT, 2007)

Element	Ineffective	Developing	Effective	Highly Effective
4.2 Communicating with Families <i>RIPTS 7,11</i>	Educator's professional communications with families are limited, infrequent and/or irrelevant.	Educator's professional communications with families are general and/or infrequent.	Educator's professional communications with families are timely, frequent, and specific, providing individual student progress with specific direction and information to help advance learning. Educator attempts to engage families in two-way communication.	Educator's professional communications with families are timely, frequent, and specific, providing individual student progress with specific direction and information to help advance learning. Educator attempts to engage families in two-way communication and involve families in the school community.

Standard 4: Professional Growth & Responsibilities
Component 4.3: Showing Professionalism

Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will succeed. Educators are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards. Professional educators comply with school, district, state and federal regulations and procedures. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
4.3a Maintaining Accurate Records <i>RIPTS 9</i>	Educator does not maintain information on student completion of assignments, student progress in learning, and non-instructional records.	Educator is inconsistent in maintaining information on student completion of assignments, student progress in learning, and non-instructional records.	Educator maintains information on student completion of assignments, student progress in learning, and non-instructional records in a timely manner.	Educator maintains information on student completion of assignments, student progress in learning, and non-instructional records in a timely manner. Educator regularly shares data with students as appropriate.
4.3b Commitment to Professional Standards <i>RIPTS 7, 11</i>	Educator does not comply with school and district regulations, policies, and contractual language. Educator does not comply with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies minimally with school and district regulations, policies, and contractual language. Educator complies minimally with school State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies fully with school and district regulations, policies, and contractual language. Educator complies with State and Federal Law and Regulations including, but not limited to, IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies fully with school and district regulations, policies, and contractual language, taking a leadership role with colleagues. Educator complies fully with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA. Educator stays current on the standards of their profession beyond their LEA.

Standard 4 Professional Growth & Responsibilities

4.4: Growing and Developing Professionally

In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Educators use information from a variety of sources to inform their professional development and practice. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
4.4a Growing and Developing in a Professional Learning Community <i>RIPTS 7, 10</i>	Educator does not engage in a professional learning community.	Educator minimally engages in a professional learning community by seeking out current, targeted professional development opportunities.	Educator actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives.	Educator actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives. Educator takes a leadership role in promoting professional development opportunities for their colleagues.
4.4b Evidence for Approval of Professional Growth Goal <i>RIPTS 7, 9,10,11</i>	<p>The Professional Growth Goal is not submitted OR is missing any of the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>The Professional Growth Goal does not fully address the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>The Professional Growth Goal fully addresses the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>The Professional Growth Goal fully addresses the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified PLUS Benchmarks for gauging progress partway through the year are included</p>
4.4c Evidence of Attainment of Professional Growth Goal <i>RIPTS 10</i>	Evidence provided indicates little/no progress of the PGG Action Plan.	Evidence provided indicates some progress with the PGG Action Plan.	Evidence provided indicates sufficient progress of the PGG Action Plan.	Evidence provided indicates completion of the PGG Action Plan.

Appendix B

Sample Evidence for each component of the Cranston Public Schools Professional Practice Rubric for Educators

For evidence of practice, use the language of the Cranston Public Schools Professional Practice Rubric. Sample evidence is provided below, however, this is only a suggested list for reference.

Standard 1: Planning and Preparation

Component 1.1: Demonstrating Knowledge of Content & Students

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to student questions
- Feedback to students that furthers learning
- Inter-disciplinary connections in plans and practice
- Educator gathers formal and informal information about students for use in planning instruction
- Educator learns student interests and needs for use in planning
- Database of students with special needs

Standard 1: Planning and Preparation

Component 1.2: Establishing Instructional Outcomes

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Differentiated activities and assessment for students of varied ability

Standard 1: Planning and Preparation

Component 1.3: Designing Coherent Instruction

- Outcomes of a challenging cognitive level
- Statements of student learning not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Differentiated activities and assessment for students of varied ability

Standard 1: Planning and Preparation

Component 1.4: Designing Student Assessment

- Lesson plans indicate correspondence between assessments and instructional outcomes
- Assessment types are suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments are available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments are designed to inform minute-to-minute decision-making by the educator during instruction

Standard 2: The Classroom Environment

Component 2.1: Creating an Environment of Respect and Rapport

- Respectful turn taking
- Respect for students' background and lives outside of the classroom
- Educator and student body language
- Physical proximity
- Politeness
- Encouragement
- Active listening
- Fairness

Standard 2: The Classroom Environment

Component 2.2: Establishing a Culture for Learning

- Belief in the value of the work
- Expectations are high and supported through both verbal and nonverbal behaviors
- Quality is expected and recognized
- Effort and persistence are expected and recognized
- Confidence in ability is evidenced by educator and students language and behaviors
- Expectation for all students to participate

Standard 2: The Classroom Environment

Component 2.3: Managing Classroom Procedures

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students know what to do and where to move

Standard 2: The Classroom Environment

Component 2.4: Managing Student Behaviors

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Educator awareness of student conduct

- Preventive action when needed by the educator
- Fairness
- Absence of misbehavior
- Reinforcement of positive behavior

Standard 3: Instruction

Component 3.1: Communicating With Students

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts
- Students understand the content

Standard 3: Instruction

Component 3.2: Using Questioning and Discussion Techniques

- Questions of high cognitive challenge formulated by both students and educator
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Educator facilitated discussion; educator stepping out of the central, mediating role, when appropriate
- High levels of student participation in discussion

Standard 3: Instruction

Component 3.3: Engaging Students in Learning

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students are highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their educator “works”
- Suitable pacing of the lesson

Standard 3: Instruction

Component 3.4: Using Assessment in Instruction

- Students assess their own work against an established criteria
- Educator adjust instruction in response to evidence of student understanding
- Educator poses specifically created questions to elicit evidence of student understanding
- Educator circulates to monitor student learning and to offer feedback

Standard 3: Instruction

Component 3.5: Demonstrating Instructional Outcomes

- Educator monitors student learning through the use of informal, formal, formative, and/or summative assessments (District assessments and teacher developed assessments).
- Educator uses student assessment, formative and summative, data to inform instructional decisions.
- Educator uses student assessment data, formative and summative, to develop instructional groups when appropriate.
- Educator continually adjusts instructional strategies, based on data, throughout the year/semester (for semester courses).

Standard 4: Professional Growth & Responsibilities

Component 4.1: Reflecting on Practice

- Accurate reflections on a lesson

Standard 4: Professional Growth & Responsibilities

Component 4.2: Communicating with Families

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the educator and families
- Frequent opportunities for families to engage in the learning process

Standard 4: Professional Growth & Responsibilities

Component 4.3: Showing Professionalism

- Educator consistently fulfills school and district mandates regarding policies and procedures and contractual obligations
- Educator maintains accurate records
- Educator maintains honesty, integrity and confidentiality in all interactions
- Educator will ensure that all students have a fair opportunity to succeed

Standard 4: Professional Growth & Responsibilities

Component 4.4: Growing and Developing Professionally

- Educator required to fulfill their obligation for professional development
- Participation in learning networks with colleagues; feedback freely shared
- Participation in professional organizations supporting academic inquiry
- Educator participates in school events and school/district projects

Appendix C

Cranston Public Schools Related Service Provider Professional Practice Rubric

Standard 1: Planning and Preparation

Component 1.1: Demonstrating Knowledge of Discipline & Students

Element	Ineffective	Developing	Effective	Highly Effective
1.1a Knowledge of Profession <i>D 1a</i>	SP is not familiar with the important concepts in the profession and lacks awareness of how concepts relate to one another.	SP is familiar with the important concepts in the profession but may display lack of awareness of how these concepts relate to one another.	SP displays solid knowledge of the important concepts in the profession and how these relate to one another and to 21 st century skills.	SP displays solid knowledge of the important concepts in the profession and how these relate both to one another and to other disciplines and to 21 st century skills.
1.1b Knowledge of Students <i>D 1b</i>	SP displays little or no knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs.	SP displays knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs.	SP tracks students' skills, knowledge, language proficiency, backgrounds and/or medical needs, and displays this knowledge for groups of students in order to determine growth over time.	SP understands and tracks individual students' skills, knowledge, language proficiency, and/or medical needs, and has a strategy for maintaining such information in order to determine growth over time for each student.

D = Danielson

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Standard 1: Planning and Preparation
Component 1.2: Establishing Outcomes

Element	Ineffective	Developing	Effective	Highly Effective
1.2 Establishing Outcomes <i>D 1c</i>	Service delivery and/or program outcomes are based on low expectations. Outcomes are stated as activities, rather than outcomes/goals.	Service delivery and/or program outcomes and expectation are inconsistent. Outcomes are stated as a combination of outcomes/goals and activities.	Service delivery and/or program outcomes are rigorous, clear and stated as outcomes/goals rather than activities. Outcomes are adjusted as needed.	Service delivery and/or program outcomes are rigorous, clear and stated as outcomes/goals rather than activities. Outcomes are adjusted as needed. There is evidence of coordination and integration with other disciplines and/or support professionals.

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Standard 1: Planning and Preparation
Component 1.3: Designing Service Delivery Activities, Interactions & Protocols

Elements	Ineffective	Developing	Effective	Highly Effective
1.3a Session Activities, Interactions & Protocols <i>D 1 e</i>	Session activities, interactions and/or protocols are not suitable to the outcomes. The session/protocol has no clearly defined structure, and/or time allocations are unrealistic.	Session activities, interactions and/or protocols are partially suitable to the outcomes. The session/protocol has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities/interactions/protocols is uneven, with unreasonable time allocations.	Session activities, interactions and/or protocols are suitable to the outcomes, differentiated to help students meet their individual goals. The session/protocol has a clearly defined structure with reasonable time allocations.	Session activities, interactions and/or protocols are suitable to the outcomes, differentiated to help students meet their individual goals. The session/interactions/protocol has a clearly defined structure with reasonable time allocations. Students take some responsibilities for their service/program goals and outcomes.
1.3.b Materials and Resources <i>D 1 d</i>	Materials, technology and/or resources being used do not support the outcomes.	Some of the materials, technology, and /or resources being used support the outcomes.	Materials, technology, and/or resources being used support the outcomes.	Materials, technology, and/or resources being used support the outcomes, and are designed to promote student participation.
1.3.c Planning Groups (if applicable) <i>D 1 e</i>	Groups do not support the service delivery outcomes.	Groups minimally support the service delivery outcomes.	Groups are appropriate to the needs of students and the different service delivery outcomes.	Groups are appropriate to the needs of the students and the different service delivery outcomes. There is evidence of the use of data and/or student choice in selecting the different patterns of service delivery groups.

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Standard 1: Planning and Preparation
Component 1.4: Assessment and/or Data

Element	Ineffective	Developing	Effective	Highly Effective
1.4 Assessment and/or Data <i>D 1f</i>	SP's plan for student assessment is not aligned with the outcomes.	SP's plan for student assessment and/or service delivery data is aligned with the established outcomes and used to gather data to inform service delivery.	SP's plan for student assessment and/or service delivery data is aligned with the established outcomes, used to gather data to inform service delivery, and increase the impact on student access to learning and well-being.	SP's plan for student assessment and/or service delivery data is aligned with the established outcomes, used to gather data to inform individualized service delivery, used to enhance services for students throughout their education program, used to closely monitor student or client progress, and increase the impact on student access to learning and well-being.

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Standard 2: Educational Environment
Component 2.1: Creating an Environment of Respect and Rapport

Elements	Ineffective	Developing	Effective	Highly Effective
2.1a Support Professional-Interaction with Students and Other Professionals <i>D 2a</i>	SP interactions with at least some students and/or other professionals are negative or inappropriate.	SP interactions with students and/or other professionals are generally appropriate, positive and respectful, but may reflect occasional inconsistencies.	SP interactions with students and/or other professionals are appropriate, positive and respectful to groups of students as well as individuals.	

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Standard 2: Educational Environment
Component 2.2: Culture of the Discipline

Elements	Ineffective	Developing	Effective	Highly Effective
2.2a Importance of the Discipline <i>IR 2b</i>	SP does not communicate the importance of the discipline and/or conveys a negative attitude toward the discipline.	SP communicates importance of the discipline.	SP communicates importance of the discipline using real-world connections.	SP communicates importance of the discipline making real-world connections to individual student needs.
2.2b Communicating Expectations <i>IR 2b</i>	SP conveys low expectations for student learning and/or achievement of goals for at least some students.	SP conveys modest expectations for student learning and/or achievement of goals.	SP conveys high expectations for student learning and/or achievement of goals.	SP conveys high expectations for student learning and achievement of goals. Students communicate and/or demonstrate their understanding of the expectations.

IR=Innovation Rubric

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Standard 2: Educational Environment
Component 2.3: Managing Procedures

Elements	Ineffective	Developing	Effective	Highly Effective
2.3a Management of Transitions <i>D 2c</i>	Transitions are chaotic with significant loss of service delivery time.	Transitions are uneven resulting in some loss of service delivery time.	Transitions are efficient, with minimal loss of service delivery time.	Transitions are seamless, with students assuming some responsibility in ensuring their efficient operation.
2.3b Management of Materials And Supplies <i>D 2e</i>	Management of materials and supplies is inefficient, resulting in significant loss of service delivery time.	Management of materials and supplies is uneven resulting in some loss of service delivery time.	Management of materials and supplies is efficient with little loss of service delivery time.	Management of materials and supplies is efficient with little loss of service delivery time, with students assuming some responsibility.

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Standard 2: Educational Environment
Component 2.4: Managing Student Behavior

Elements	Ineffective	Developing	Effective	Highly Effective
2.4a Behavioral Expectations <i>D 2d</i>	No evidence that standards of conduct and consequences have been established or communicated to students.	Standards of conduct have been established and communicated and appear to be clear to students.	Standards of conduct and consequences have been established and communicated and appear to be clear to students.	Standards of conduct and consequences have been established and communicated to students. Student behaviors consistently reflect the expectations.
2.4b Responding to Student Misbehavior <i>D 2b, 2d</i>	SP's response to student misbehavior is inappropriate. <p style="text-align: center;">OR</p> SP does not respond to student misbehavior.	SP's response to student misbehavior is inconsistent.	SP's response to student misbehavior is appropriate, consistent and timely.	SP's response to student misbehavior is appropriate, consistent, timely and successful. <p style="text-align: center;">OR</p> No student misbehavior is observed.

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Library/Media Specialist
Standard 3: Instruction/Service Delivery
Component 3.1: Instruction

The presentation of a lesson potentially impacts the outcome of the lesson. In order to successfully engage students in the lesson, library/media specialists need to clearly frame the purpose of the lesson including presenting the context. Library/media specialists will be assessed on their ability to create reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity to explain content, through the effective use of oral and written language. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.1.a Expectations for Learning <i>IR 3.1.a</i> <i>D 2b</i>	Library/media specialist's purpose in instruction is unclear to students.	Library/media specialist attempts to explain the instructional purpose with limited success.	Library/media specialist's purpose of instruction is clear.	Library/media specialist's purpose of instruction is clear including where it is situated within broader, authentic learning, linking that purpose to students' needs.
3.1.b Explanation of Content <i>IR 3.1.c</i> <i>D 1a</i>	Library/media specialist's explanation of information literacy content is incorrect, unclear, confusing, or uses inappropriate language.	Library/media specialist's explanation of information literacy content is generally correct and appropriate.	Library/media specialist's explanation of information literacy content is consistently correct and appropriate.	Library/media specialist's explanation of information literacy content is consistently correct and appropriate, and connects with students' knowledge and experience.
3.1.c Monitoring Student Learning and Feedback <i>IR 3.4.b</i> <i>IR 3.4.c</i> <i>AASL 1.5.e</i> <i>D 3e</i>	Library/media specialist does not monitor student learning or provide feedback to students	Library/media specialist minimally monitors student learning occasionally provides feedback.	Library/media specialist regularly monitors student learning and provides specific feedback.	Library/media specialist uses formative assessment strategies to monitor student learning. Library/media specialist's feedback to students is specific, and helps advance student learning.

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D= Danielson, IR=Innovation Rubric, AASL= A 21st Century Approach to School Librarian Evaluation,
published by the American Association of School Librarians 2012.

Library/Media Specialist
Standard 3: Instruction/Service Delivery
Component 3.2: Collaboration & Leadership

Library/media specialists collaborate with classroom teachers and serve as a resource assisting students, teachers, and the wider school community in the use of technology in the library/media center. They work with classroom teachers and other members of the community to integrate information literacy with the academic content that students are pursuing in their various classes. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.2.a <i>Collaborating with teachers</i> AASL 1.1.a D 3b	Library/media specialist does not collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist sometimes collaborates with classroom teachers in the design of instructional lessons and units.	Library/media specialist regularly collaborates with classroom teachers in the design of instructional lessons and units.	Library/media specialist (promotes) collaboration with classroom teachers in the design of instructional lessons and units.
3.2.b <i>Sharing Expertise with Staff</i> AASL 2.8.e IR 4.4.a D 3d	Library/media specialist does not share expertise within the school community.	Library/media specialist shares expertise within the school community.	Library/media specialist shares expertise within the school community, including planned and impromptu sessions to introduce new resources, technology, address copyright law, etc.	Library/media specialist seeks out opportunities to share expertise within the school community and beyond, including planned and impromptu sessions to introduce new resources, technology, address copyright law, etc.
3.2.c <i>Communicating with the Larger Community</i> AASL 2.7.f IR 4.2 D 4c	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to teachers, parents, and the larger community	Library/media specialist engages in outreach efforts to teachers, parents, and the larger community using various methods, including personal contact or by utilizing communication resources.

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Library/Media Specialist
Standard 3: Instruction/Service Delivery
Component 3.3: Program Resources

Library/Media Specialists engage students in active construction of understanding by creating intellectual challenges that result in new knowledge. LMSs establish and promote a culture for the quest of knowledge that permeates all aspects of the school. The ownership of learning transfers from the teacher to the students. Library/media specialists' support of activities and assignments, instructional materials, technologies and resources, all contribute to an environment where students are deeply engaged in learning. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.3.a Knowledge of Resources AASL 2.6.f IR 4.3.b D 1d	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance the program.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance the program.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance their program.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
3.3.b Collection Development AASL 2.6.g AASL 2.6.h AASL 2.6.c D 3a	Library/media specialist does not consider professional guidelines or requests in selecting materials for the collection.	Library/media specialist sometimes considers professional guidelines or requests in selecting materials for the collection.	Library/Media specialist considers professional guidelines or requests in selecting materials, and periodically assesses the collection for outdated materials.	Library/media specialist selects materials for the collection in consultation with teaching colleagues and students, and regularly assesses the collection for outdated materials.

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Library/Media Specialist
Standard 3: Instruction/Service Delivery
Component 3.4: Culture of Information Access

The Library/media specialist plays a prominent role in engaging students in the enjoyment of literature and learning information skills. Providing opportunities for students and staff to build and demonstrate new knowledge is a critical aspect of 21st Century Skills. (Danielson FfT, 2007)

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.4.a <i>Establishing a Culture of Reading</i> AASL 1.2 D 2b	Library/media specialist does not convey the importance of reading.	Library/media specialist conveys the importance of reading.	Library/media specialist, in interaction with both students and colleagues, conveys the importance of reading as a foundational skill for learning, personal growth, and enjoyment.	Library/media specialist in interaction with both students and colleagues, conveys the importance of reading as a foundational skill for learning, personal growth, and enjoyment. Students actively seek opportunities to share their reading.
3.4.b <i>Establishing a Culture of Investigation</i> AASL 1.4 D 2b	Library/media specialist does not convey a sense of the importance of seeking information.	Library/media specialist conveys a sense of the importance of seeking information.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking and evaluating information.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking and evaluating information. Students actively seek further opportunities to extend research and investigation.
3.4.c <i>Communicating with the Larger Community</i> AASL 1.3.h IR 3.3.b D 1d	Library/media specialist does not provide opportunities for students to display their new knowledge and understandings	Library/media specialist provides limited opportunities for students to display their new knowledge and understandings.	Library/media specialist provides frequent opportunities for students to display their new knowledge and understandings.	Library/media specialist provides frequent opportunities for students to display their new knowledge and understandings. Students use technology and/or other tools to organize, collaborate and present their learning.

Library / Media Specialist

Standard 3: Instruction/Service Delivery

Component 3.5: Demonstrating Instructional/Service Delivery Outcomes

Assessment is an integral part of the instructional/service delivery process. The design of instruction/service delivery must account for a range of assessment strategies: formative and summative. High-quality assessment practice makes students/support professionals fully aware of criteria, informs support professional's instructional decisions, and leverages both support professional and student feedback. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
3.5 Demonstrating Instructional/Service Delivery Outcomes <i>RIPTS</i>	At the end of cycle(s) of service delivery, evidence demonstrates minimal or no student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates moderate student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates sufficient student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates significant student progress as determined collaboratively between the support professional and the evaluator.
Degree of Achieved Expectations:	Minimal = Very few students reached expectations.	Moderate = Some students reached expectations while some did not.	Sufficient = Most students reached expectations.	Significant = Most students reached and some exceeded expectations.

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School Counselors
Standard 3: Instruction/Service Delivery
Component 3.1: Communicating With Students

The presentation of a lesson/session potentially impacts the outcomes of the lesson/session. In order to successfully engage students in a lesson/session, school counselors need to clearly frame the purpose of the lesson/session. School counselors will be assessed on their ability to create reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity, through the effective use of oral and written language.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.1.a <i>Expectations for Learning and Development</i> <i>American School Counselor Association (2003)</i> <i>Standard(s) 1</i>	The school counselor's purpose in a lesson or session is unclear to students.	The school counselor attempts to explain the purpose in a lesson or session, including how it connects to academic, career, or personal/social goals. Learning expectations are not consistently developmentally appropriate.	The school counselor's purpose of the lesson or session is clear, including how it connects to academic, career, or personal/social goals. Learning expectations are outlined with explanations of how students will demonstrate their learning, and are developmentally appropriate.	The school counselor makes the purpose of the lesson or session clear, including how it connects to academic, career, or personal/ social success, linking that purpose to student interests. Learning expectations are outlined with exemplars to guide student achievement and clearly defined success criteria and are developmentally appropriate.
3.1.b <i>Directions and Procedures</i> <i>American School Counselor Association (2003)</i> <i>Standard(s) 1, 2</i> <i>D 3b</i>	The school counselor's directions and procedures are confusing.	The school counselor's directions and procedures are clarified after initial confusion.	The school counselor's directions and procedures are clear.	The school counselor's directions and procedures are clear, complete, and anticipate possible misunderstanding.
3.1.c <i>Explanation of Content</i> <i>American School Counselor Association (2003)</i> <i>Standard(s) 1, 2</i> <i>D 3c</i>	The school counselor's explanation of the content is incorrect, unclear, confusing, and / or uses inappropriate language.	The school counselor's explanation of the content is inconsistently correct and appropriate.	The school counselor's explanation of content is correct, appropriate and connects with students' knowledge and experience	The school counselor's explanation of content is correct, appropriate and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.

School Counselors
Standard 3: Instruction/Service Delivery
Component 3.2: Responsive Services

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative. High-quality assessment practice makes students fully aware of criteria, informs educator's instructional decisions, and leverages both educator and student feedback. (Danielson's FfT, 2007)

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.2a Supporting students' immediate needs and concerns <i>American School Counselor Association (2003) Standard(s) 5, 7, 8</i> <i>D3a</i>	The school counselor rarely identifies issues impeding academic achievement or personal/social success and does not offer short term educational and/or preventative interventions.	The school counselor inconsistently identifies issues impeding academic achievement or personal/social success and occasionally offers short term educational and/or preventative interventions.	The school counselor clearly identifies issues impeding academic achievement or personal/social success and offers short term educational and preventative interventions making minimal contact with other members of the school community and/or appropriate community resources.	The school counselor clearly identifies issues impeding academic achievement or personal/social success and offers short term educational and preventative interventions in collaboration with other members of the school community and/or appropriate community resources.
3.2b Supporting the school community in crisis <i>American School Counselor Association (2003) Standard(s) 3</i> <i>D 3d</i>	The school counselor does not model professionalism, nor displays empathy, and does not follow the crisis intervention protocol during a time of school community crisis.	The school counselor inconsistently models professionalism, sometimes displays empathy, and attempts to follow the crisis intervention protocol during a time of school community crisis.	The school counselor models professionalism, displays empathy, and follows the crisis intervention protocol during a time of school community crisis.	The school counselor consistently models professionalism, displays empathy, and is a leader in the school while following the crisis intervention protocol during a time of school community crisis.
3.2c Providing coping strategies <i>American School Counselor Association (2003) Standard(s) 1, 2, 4, 7, 10</i>	The school counselor does not use a range of techniques to help students acquire and refine appropriate coping strategies to address individual, immediate, personal needs and / or issues.	The school counselor inconsistently uses a range of techniques to help students acquire and refine appropriate coping strategies to address individual, immediate, personal needs and / or issues.	The school counselor consistently uses a range of techniques to help students acquire and refine appropriate coping strategies to address individual, immediate, personal needs and / or issues.	The school counselor consistently uses a range of techniques to help students acquire and refine appropriate coping strategies to address individual, immediate, personal needs and / or issues. Students share these strategies with their

				peers, when appropriate.
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School Counselors
Standard 3: Instruction/Service Delivery
Component 3.3: Collaboration

Collaboration and teamwork are two highly ranked employability skills. School counselors collaborate with others in the school, district, and community in support of the academic, career, and personal/social development of all students. School counselors collaborate among themselves to improve their program and practice. Effective collaboration builds community and is key to the successful implementation of a school counseling program.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.3.a <i>Collaboration within the district/school</i> <i>American School Counselor Association (2003) Standard(s) 1, 2, 4, 5, 7, 8, 9</i> <i>D 3d</i>	The school counselor does not communicate effectively with stakeholders in the school/district community and does not establish common learning objectives to plan and deliver content to students in support of academic, career, and personal/social learning.	The school counselor inconsistently communicates effectively with stakeholders in the school/district community and seldom establishes common learning objectives to plan and deliver content to students in support of academic, career, and personal/social learning.	The school counselor effectively communicates with stakeholders in the school/district community and establishes common learning objectives with colleagues to plan and deliver content to students in support of academic, career, and personal/social learning.	The school counselor consistently communicates effectively with stakeholders in the school/district and strives to establish common learning objectives with multiple colleagues while planning to deliver content to students in support of academic, career, and personal/social learning.
3.3.b <i>Collaboration with the greater community (outside agencies,</i>	The school counselor does not effectively communicate with stakeholders from	The school counselor effectively communicates inconsistently with stakeholders from	The school counselor effectively communicates with stakeholders from	The school counselor consistently communicates effectively with

<i>business, social groups, community groups)</i> <i>American School Counselor Association (2003) Standard(s) 1, 2, 4, 7, 9</i> <i>D 3d</i>	business, agency, higher education and other community groups and does not establish common learning objectives with them to plan and deliver content to students in support of academic, career, and personal/social learning.	business, agency, higher education and other community groups and seldom establishes common learning objectives with them to plan and deliver content to students in support of academic, career, and personal/social learning.	business, agency, higher education and other community groups and establishes common learning objectives with them to plan and deliver content to students in support of academic, career, and personal/social learning.	stakeholders from business, agency, higher education and other community groups and strives to establish common learning objectives with multiple groups while planning to deliver content to students in support of academic, career, and personal/social learning.
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School Counselors
Standard 3: Instruction/Service Delivery
Component 3.4: Utilizing Data

The gathering, analysis, and reporting of data is critical to the success of a comprehensive school counseling program. Data is used in decision making to inform good counseling practice, identify achievement gaps, and determine appropriate interventions and resources that can support student success and promote systemic change. School counselors are data-literate and capable of incorporating data-related activities in their daily practice.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.4a <i>Gather and analyze data to inform practice</i> <i>American School Counselor Association (2003)</i> <i>Standard(s) 4, 6</i> <i>D 3a</i>	The school counselor does not gather, identify and / or select data that serves groups of students' academic, career, personal/social needs.	The school counselor inconsistently gathers, identifies and selects data that serves groups of students' academic, career, personal/social needs. The school counselor collects such information from a few sources and applies this knowledge to determine methodologies for analysis in order to serve students.	The school counselor gathers, identifies and selects relevant data that serves individual and/or groups of students' academic, career, and personal/social needs. The school counselor collects such information from a number of sources and applies this knowledge to determine appropriate methodologies for analysis in order to serve students.	The school counselor gathers, identifies and selects relevant data that serves individual and/or groups of students' academic, career, personal/social needs. The school counselor collects such information from sources and applies this knowledge to determine appropriate methodologies for analysis in order to serve students. The school counselor supplements available data with customized data gathering instruments.
3.4b <i>Identify and report achievement gaps</i> <i>American School Counselor Association (2003)</i> <i>Standard(s) 4, 6, 8, 10</i>	The school counselor does not analyze data to identify gaps in delivery systems in the academic, career and personal/social domains.	The school counselor inconsistently analyzes data sets to identify gaps in delivery systems in the academic, career and personal/social domains. The data is inconsistently analyzed at the individual, group, grade or school level and is sometimes	The school counselor analyzes data sets to identify gaps in delivery systems in the academic, career and personal/social domains. The data is analyzed at the individual, group, grade, and school level and is regularly communicated to appropriate	The school counselor analyzes data sets to identify gaps in delivery systems in the academic, career and personal/social domains. The data is analyzed at the individual, group, grade, and school and is communicated in multiple ways to a wide range of

		communicated to other stakeholders such as faculty, administration, and/or parents/guardians.	stakeholders such as faculty, administration, and parents/guardians.	stakeholders such as faculty, administration, parents/ guardians, community.
3.4c Implementation of interventions <i>American School Counselor Association (2003) Standard(s) 2, 7, 10</i> <i>D 3c</i>	The school counselor does not to implement identified interventions, to address the academic, career and personal/social gaps, either independently or in collaboration with other stakeholders.	The school counselor attempts to implement identified interventions, to address the academic, career and personal/social gaps, either independently or in collaboration with other stakeholders.	The school counselor implements identified interventions, to address the academic, career and personal/social gaps, independently and / or in collaboration with other stakeholders.	The school counselor implements identified, targeted interventions, to address the academic, career and personal/social gaps, independently and / or in collaboration with other stakeholders.

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School Counselors

Standard 3: Instruction/Service Delivery

Component 3.5: Demonstrating Instructional/Service Delivery Outcomes

Assessment is an integral part of the instructional/service delivery process. The design of instruction/service delivery must account for a range of assessment strategies: formative and summative. High-quality assessment practice makes students/support professionals fully aware of criteria, informs support professional's instructional decisions, and leverages both support professional and student feedback. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
3.5 Demonstrating Instructional/Service Delivery Outcomes <i>RIPTS</i>	At the end of cycle(s) of service delivery, evidence demonstrates minimal or no student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates moderate student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates sufficient student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates significant student progress as determined collaboratively between the support professional and the evaluator.
Degree of Achieved Expectations:	Minimal = Very few students reached expectations.	Moderate = Some students reached expectations while some did not.	Sufficient = Most students reached expectations.	Significant = Most students reached and some exceeded expectations.

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School Nurse Teachers
Standard 3: Instruction/Service Delivery
Component 3.1: Communicating with School Community

Communicating with the school community includes proper use of effective communication skills (writing, speaking, listening). This communication is essential between students, fellow teachers, other school nurse teachers, administrators, etc.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.1.a Communicating with students <i>"Competency in School Nurse Practice": Standards 4, 5, 5c, 11</i> <i>D 3c</i>	SNT's communication with students is unprofessional, incorrect or non-existent. SNT does not make him/herself accessible to discuss student concerns.	SNT reviews the signs, symptoms, causes and treatments with students and students are given directions on follow-up and procedures for self-care as appropriate, however, communication is inconsistent. SNT makes him/herself accessible to students to discuss concerns to a limited extent.	SNT reviews the signs, symptoms, causes and treatments with students. Students are given directions on follow-up and procedures for self-care as developmentally appropriate. SNT makes him/herself accessible to students to discuss concerns.	SNT clearly reviews the signs, symptoms, causes and treatments with students. Students are given clear directions on follow-up and procedures for self-care as developmentally appropriate. Students are able to communicate their understanding to the SNT. SNT makes him/herself accessible to students to discuss concerns.
3.1.b Communicating with colleagues <i>"Competency in School Nurse Practice": Standards 4, 5, 5c, 11</i> <i>D 3f</i>	SNT's communication with colleagues is unprofessional, incorrect or non-existent. SNT does not make him/herself accessible to discuss colleagues' concerns.	SNT shares nursing knowledge and skills with colleagues, including teachers and other support professionals, however, communication is inconsistent. SNT informs appropriate personnel of general student health conditions and emergency care plans while maintaining confidentiality. SNT makes him/herself accessible to colleagues to discuss concerns to a limited extent.	SNT shares nursing knowledge and skills with colleagues, including teachers and other support professionals. SNT informs all appropriate personnel of individual student health conditions and emergency care plans while maintaining confidentiality. SNT makes him/herself accessible to colleagues to discuss concerns.	SNT is proactive in sharing nursing knowledge and skills with colleagues, including teachers and other support professionals. SNT informs all appropriate personnel of individual student health conditions and emergency care plans while maintaining confidentiality. SNT makes him/herself accessible to colleagues to discuss concerns.
3.1.c Communicating with Administrators (includes School	SNT's communication with administrators is unprofessional,	SNT shares nursing knowledge and skills with administrators.	SNT keeps administrators informed of pertinent health concerns affecting	SNT develops a regularly- scheduled plan for keeping administrators informed of pertinent health

Department administrators and School Physicians) <i>"Competency in School Nurse Practice": Standards 4, 5, 5c, 11 D 3f</i>	incorrect or non-existent.	SNT informs administrators of general student health conditions and emergency care plans while maintaining confidentiality.	the school community as a whole, while maintaining confidentiality. SNT informs administrators of individual student health conditions and emergency care plans while maintaining confidentiality.	concerns affecting the school community as a whole, while maintaining confidentiality. SNT informs administrators of individual student health conditions and emergency care plans while maintaining confidentiality.
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School Nurse Teachers
Standard 3: Instruction/Service Delivery
Component 3.2: Providing Nursing Care

The school nurse teacher provides care for the range of school community members, including students, teachers, staff, parents, etc. using best practices and standards of care that are grounded in current research.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.2.a Administering medication <i>"Competency in School Nurse Practice": Standards 5, 5a</i> <i>D 3b</i>	Medications are not administered in accordance with the RI Rules and Regulations for School Health Programs. Medications and records are not clearly labeled and/or accessible. There is no system in place and followed for accountability of prescription medication.	Medications are administered in accordance with the RI Rules and Regulations for School Health Programs. Medications and records are not conveniently stored. There is a system in place for accountability of prescription medication, but it is not consistently followed.	Medications are administered in accordance with the RI Rules and Regulations for School Health Programs. All medications and records are clearly labeled and accessible. There is a system in place and followed for accountability of prescription medication.	Medications are administered in accordance with the RI Rules and Regulations for School Health Programs. All medications and records are clearly labeled and accessible. There is a system in place and followed for accountability of prescription medication. Students take an active role in medication compliance.
3.2.b Performing medical procedures <i>"Competency in School Nurse Practice": Standards 5, 5a</i> <i>D 3b</i>	SNT does not follow doctors' orders, fails to maintain appropriate supplies, and/or procedures are administered inconsistently or not according to best practice standards.	SNT follows doctors' orders, maintains appropriate supplies, and ensures that procedures are administered consistently according to best practice standards.	SNT follows doctors' orders, maintains appropriate supplies, and ensures that procedures are administered consistently according to best practice standards. SNT ensures students' comfort during procedures as much as possible.	SNT follows doctors' orders, maintains appropriate supplies, and ensures that procedures are administered consistently according to best practice standards. SNT ensures students' comfort during procedures as much as possible. Students are involved in the performance of procedures as appropriate.
3.2.c Administering first aid <i>"Competency in School Nurse Practice": Standards 5, 5a</i>	SNT does not administer first aid procedures consistently according to best practice standards.	SNT administers first aid procedures consistently according to best practice standards.	SNT administers first aid procedures consistently according to best practice standards. SNT ensures students' comfort during procedures as much as possible.	SNT administers first aid procedures consistently according to best practice standards. SNT ensures students' comfort during procedures as much as possible. SNT

				tracks and makes recommendations for prevention of injuries.
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School Nurse Teachers
Standard 3: Instruction/Service Delivery
Component 3.3: Promoting Wellness

The school nurse teacher promotes wellness through health education in a variety of environments. Events may include immunization clinics, flu clinics, health screenings, and workshops that address specific conditions or health concerns. Some school nurse teachers may directly instruct students in the classroom. Providing appropriate materials is also an important way of promoting wellness, including printed materials, posters, electronic resources, etc.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.3.a Activities and Events <i>"Competency in School Nurse Practice": Standards 5b, 14 D 3f</i>	SNT does not organize or attends activities and events that encourage the school community to adopt the knowledge and attitudes that lead them toward healthy lifestyles.	SNT organizes, but does not attend activities and events that encourage the school community to adopt the knowledge and attitudes that lead them toward healthy lifestyles.	SNT organizes and attends activities and events that encourage the school community to adopt the knowledge and attitudes that lead them toward healthy lifestyles.	SNT organizes and attends activities and events that encourage the school community to adopt the knowledge and attitudes that lead them toward healthy lifestyles. The school community is involved in the planning and/or implementation of activities and/or events.
3.3.b Materials <i>"Competency in School Nurse Practice": Standards 5b, 14</i>	SNT does not make relevant, applicable materials available to the school community to promote knowledge and attitudes that lead them toward healthy lifestyles.	SNT makes materials available to the school community to promote knowledge and attitudes that lead them toward healthy lifestyles, although the information is incomplete, outdated and/ or not delivered in a timely manner.	SNT makes relevant, applicable materials available, in a timely manner, to the school community to promote knowledge and attitudes that lead them toward healthy lifestyles.	SNT makes relevant, applicable materials available, in a timely manner, to the school community to promote knowledge and attitudes that lead them toward healthy lifestyles. Targeted materials are made available to individual school community members in a sensitive manner.

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School Nurse Teachers
Standard 3: Instruction/Service Delivery
Component 3.4: Collecting, Analyzing and Synthesizing Data

The school nurse teacher must make use of pertinent data by collecting, analyzing and synthesizing such data from a variety of sources including medical documentation, professional knowledge base, and physical/psycho-social assessments. It is critical that the data is also used to evaluate interventions and adjust interventions accordingly for the best possible outcomes. NOTE: Data comes in many forms, such as anecdotal notes, observations, interactions, medical scores, verbal and nonverbal communications, ratings on scales, etc.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.4.a Physical/psycho-social assessments <i>"Competency in School Nurse Practice": Standards 1, 2, 6 D 3a</i>	Does not utilize "The Nursing Process" or Assessment results in inaccurate conclusions	Assessments are conducted without a connection between the physical and psycho-social elements.	Physical/Psycho-Social Assessments are comprehensive and conducted following "the Nursing Process" while respecting student privacy.	Physical/Psycho-Social Assessments are comprehensive and conducted following "the Nursing Process" while respecting student privacy. Students are provided with ongoing rationale during the assessment(s).
3.4.b Use of data to determine appropriate intervention <i>"Competency in School Nurse Practice": Standards 1, 2, 6</i>	Does not make use of pertinent data to determine an appropriate intervention	SNT uses a limited range of data sources and possible interventions.	SNT is aware of, and consistently uses, a broad range of data sources and possible interventions.	SNT is aware of, and consistently uses, a broad range of data sources and possible interventions. Student input is used in decision-making.
3.4.c Following up on interventions and adjusting accordingly <i>"Competency in School Nurse Practice": Standards 1, 2, 6</i>	Does not follow up on interventions	SNT inconsistently evaluates the success of the student outcomes and determines their impact. Interventions are not consistently adjusted	SNT uses a systematic approach to evaluate the success of student outcomes and determines their impact. Interventions are adjusted according to individual student	SNT evaluates the success of the student outcomes and determines their impact. Interventions are adjusted according to individual student needs. Student input is

		according to individual student needs.	needs.	used to determine if outcomes are achieved or if further interventions are necessary.
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School Nurse Teachers

Standard 3: Instruction/Service Delivery

Component 3.5: Demonstrating Instructional/Service Delivery Outcomes

Assessment is an integral part of the instructional/service delivery process. The design of instruction/service delivery must account for a range of assessment strategies: formative and summative. High-quality assessment practice makes students/support professionals fully aware of criteria, informs support professional's instructional decisions, and leverages both support professional and student feedback. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
3.5 Demonstrating Instructional/Service Delivery Outcomes <i>RIPTS</i>	At the end of cycle(s) of service delivery, evidence demonstrates minimal or no student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates moderate student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates sufficient student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates significant student progress as determined collaboratively between the support professional and the evaluator.
Degree of Achieved Expectations:	Minimal = Very few students reached expectations.	Moderate = Some students reached expectations while some did not.	Sufficient = Most students reached expectations.	Significant = Most students reached and some exceeded expectations.

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School Psychologists
Standard 3: Instruction/Service Delivery
Component 3.1: Communication

Skillful School Psychologists communicate their knowledge about child and adolescent development to all stakeholders within the educational community. (Danielson FfT2007)

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.1a <i>Communicating with Colleagues</i> <i>NASP Domain 2 RIPTS 7,8</i>	School Psychologist does not consult with colleagues.	School Psychologist consults occasionally with colleagues, communicating recommendations that do not link to referral concerns.	School Psychologist maintains ongoing consultations with colleagues; communicating recommendations that link to referral concerns and student's progress.	School Psychologist initiates and maintains ongoing consultation with colleagues; communicating recommendations that link to referral concerns, student's progress and assessment of progress toward meeting established goals.
3.1b <i>Communicating with School Leaders</i> <i>NASP Domain 2 RIPTS 7,8</i>	School Psychologist does not consult with school leaders.	School Psychologist consults occasionally with school leaders, providing general information regarding students' interventions and progress.	School Psychologist maintains ongoing consultation with school leaders, apprising school leaders of individual student recommendations, interventions and progress.	School Psychologist initiates and maintains frequent consultation with school leaders, apprising school leaders of individual student's and groups of students' recommendations, interventions and progress toward meeting established goals.
3.1.c <i>Communicating with Community Resources</i> <i>NASP Domain 2 RIPTS 7,8</i>	School Psychologist does not communicate or is unfamiliar with community-based mental health agencies and/or community-based medical resources.	School Psychologist maintains occasional communication with contacts from community-based mental health agencies and/or community-based medical resources.	School Psychologist maintains ongoing communication with contacts from community-based mental health agencies and/or community-based medical resource.	School Psychologist maintains frequent communication with contacts from community-based mental health agencies and/or community-based medical resources in support of student/family referrals and interventions.

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School Psychologists
Standard 3: Instruction/Service Delivery
Component 3.2: Counseling and Crisis Response

Skillful School Psychologists possess extensive knowledge of therapeutic interventions and techniques. School Psychologists demonstrate expertise including establishing rapport with students, counseling, developing behavior intervention programs, responding to crisis situations and progress monitoring to modify interventions when indicated. These interventions contribute to a student's ability to access supports and instruction to maximize their potential for success in school.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.2a <i>Interventions for Student Success</i> <i>D 3d</i> <i>D 3f</i> <i>NASP Domains 3 & 4</i>	School Psychologist fails to plan interventions that are suitable to students or linked to referral concerns; School Psychologist adheres to the plan or program, in spite of evidence of inadequacy	School Psychologist's plans for students are partially suitable but do not address needs in a comprehensive manner; School Psychologist makes minimal changes in the intervention when confronted with evidence of the need for change.	School Psychologist's plans for students are appropriate and address identified needs; School Psychologist monitors progress and makes revisions to the intervention, in response to student, parent and/or teacher input.	School Psychologist develops comprehensive plans for students that are appropriate, finding ways to creatively meet student needs and incorporate many related elements; School Psychologist frequently monitors progress and continually modifies interventions in response to student, parent and/or teacher input.
3.2b <i>Using Counseling Techniques</i> <i>NASP Domains 3 & 4</i>	School Psychologist does not demonstrate counseling techniques that establish rapport with students and/or helps students acquire skills for interactions with other students and adults.	School Psychologist demonstrates a limited range of counseling techniques that establish rapport with students and help students acquire skills for interactions with other students and adults.	School Psychologist demonstrates a range of counseling techniques to establish positive rapport with students and help students acquire skills in decision-making and problem solving for interactions with other students and adults.	School Psychologist demonstrates an extensive range of counseling techniques to establish positive rapport with students and help students acquire skills in decision-making and problem solving for interactions with other students and adults. Students seek support from the School

				Psychologist reflecting a high degree of comfort and trust in the relationship.
3.2c <i>Response to Crisis Events</i> <i>NASP Domain 6</i>	School Psychologist does not effectively respond to students in crisis.	School Psychologist demonstrates minimal skills when responding to student's needs during crisis situation.	School Psychologist responds to student's needs during crisis situation and works collaboratively with other support staff.	School Psychologist demonstrates extensive skills when responding to student's needs during crisis situation, works collaboratively with other support staff and follows-up with student, families and school personnel after initial response.

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School Psychologists
Standard 3: Instruction/Service Delivery
Component 3.3: School Team Participation

School psychologists assume an active role on the student study team in response to referrals from classroom teachers and administrators. (Danielson FfT, 2007)

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.3a <i>Role on Evaluation Team</i> <i>D 3c</i>	School Psychologist declines to assume an active role on leadership of the evaluation team.	School Psychologist assumes an active role on the role when directed to do so.	School Psychologist assumes an active role on the evaluation team as a standard expectation.	School psychologist assumes leadership of the evaluation team and takes initiative in assembling appropriate personnel and resources for meetings.
3.3b <i>Presentation During Team Meetings</i> <i>NASP Domain 1 & 2</i>	School Psychologist presents evaluation and/or intervention results that are difficult to understand by parents/students and staff.	School Psychologist presents evaluation and/or intervention results that require clarification in order to be understood by parents/students and staff.	School Psychologist presents evaluation and/or intervention results that are understood by parents/students and staff.	School Psychologist consistently presents evaluation and/or intervention results in a clear and concise manner that are understood by parents/students and staff, providing specific examples to aid understanding.

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School Psychologists
Standard 3: Instruction/Service Delivery
Component 3.4: Evaluation of Students

Fair and high quality assessment practices are an integral part of a School Psychologist's role. School Psychologists consider all aspects of referral concerns to employ appropriate assessment procedures, taking into account the many factors that influence learning and behavior. These factors include sensitivity to cultural and linguistic influences, educational history, student's personal strengths and areas of need and contributions from family and previous interventions. School Psychologists analyze data from multiple sources and communicate results and recommendation to link them to the development of a comprehensive education plan for students.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.4a Data Collection <i>NASP Domain 1</i>	School Psychologist does not collect or collects inadequate information regarding problem identification or eligibility determination.	School Psychologist collects minimal information regarding problem identification and eligibility determination.	School Psychologist identifies and collects information that includes problem identification and progress monitoring and eligibility determination.	School Psychologist identifies and collects all relevant information that includes problem identification and analysis, progress monitoring, program evaluation, and eligibility determination.
3.4.b Evaluating Student Needs in Compliance with NASP Guidelines <i>D 3b</i> <i>NASP Domain 1</i>	School Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	School Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow standardization procedures or adhere to established timelines or safeguards.	School Psychologist administers appropriate evaluation instruments to students and ensures that all standardization procedures and safeguards are adhered to.	School Psychologist selects from a broad repertoire of assessments that are most appropriate to the referral questions, ensures that all standardization procedures and safeguards are followed and interprets assessment results to ensure full understanding by all stakeholders.
3.4c Adaptation of Assessments <i>NASP Domain 1</i>	School Psychologist does not consider accommodations or adaptation of assessment for any aspect of diversity (i.e., sensory acuity, motor skills, language, and cultural differences)	School psychologist makes minimal accommodations of assessments, and/or adapts assessment practices for diversity (i.e., sensory acuity, motor skills, language, and cultural differences).	School psychologist considers, accommodates, and adapts assessment practices for all aspects of diversity (i.e., sensory acuity, motor skills, language, and cultural differences) to ensure fair and valid data collection and use.	School psychologist considers, accommodates, and adapts assessment practices for all aspects of diversity (i.e., sensory acuity, motor skills, language, and cultural differences) to ensure fair and valid data collection and use; School Psychologist reports outcomes in a

				manner that communicates the limitations of their assessments, data, and interpretations.
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School Psychologists

Standard 3: Instruction/Service Delivery

Component 3.5: Demonstrating Instructional/Service Delivery Outcomes

Assessment is an integral part of the instructional/service delivery process. The design of instruction/service delivery must account for a range of assessment strategies: formative and summative. High-quality assessment practice makes students/support professionals fully aware of criteria, informs support professional's instructional decisions, and leverages both support professional and student feedback. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
3.5 Demonstrating Instructional/Service Delivery Outcomes <i>RIPTS</i>	At the end of cycle(s) of service delivery, evidence demonstrates minimal or no student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates moderate student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates sufficient student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates significant student progress as determined collaboratively between the support professional and the evaluator.
Degree of Achieved Expectations:	Minimal = Very few students reached expectations.	Moderate = Some students reached expectations while some did not.	Sufficient = Most students reached expectations.	Significant = Most students reached and some exceeded expectations.

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Speech-Language Pathologists
Standard 3: Instruction/Service Delivery
Component 3.1: Communicating With Students

In order to successfully engage students in speech/language therapy, Speech-Language Pathologists need to clearly frame therapeutic expectations. Speech-Language Pathologists will be assessed on their ability to create reasonable and appropriate expectations for advancing communication skills. Speech-Language Pathologists will provide directions and describe procedures with clarity to explain expectations, using effective oral and/or written language.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.1.a Therapeutic Expectations <i>ASHA Appendix B/D.2 Performance Review</i> <i>RIPTS 8</i>	The SLP's purpose of the therapy session is unclear to students.	SLP attempts to explain the purpose of the therapy session with limited success. Therapeutic expectations are minimally connected to 21 st century skills and/or relevant IEP goals.	SLP's purpose of the therapy session is clear, including where it is situated within broader goals. Therapeutic expectations are aligned to 21 st century skills and/or relevant IEP goals, with explanation of how students will demonstrate progress.	SLP's purpose of the therapy session is clear, including where it is situated within broader goals that are linked to student interests and authentic, functional communication skills. Therapeutic expectations are aligned to 21 st century skills and/or relevant IEP goals, with explanation of how students will demonstrate progress and clearly defined success criteria to guide student progress.
3.1.b Directions and Procedures <i>ASHA Appendix B/D.2 Performance Review</i> <i>RIPTS 8</i>	SLP's directions and procedures are confusing to students.	SLP's directions and procedures are clarified after initial student confusion.	SLP's directions and procedures are clear to students.	SLP's directions and procedures are clear, complete and anticipate possible student misunderstanding.
3.1.c Explanation of Content <i>ASHA Appendix B/D.2 Performance Review</i>	SLP's explanation of content is incorrect, unclear, and confusing or SLP uses inappropriate language. There is no connection to 21 st century skills	SLP's explanation of content is generally correct and appropriate. There is little observable connection to 21 st century skills or relevant IEP goals.	SLP's explanation of content is correct and appropriate. Explanation of content connects with students' knowledge and experience, 21 st	SLP's explanation of content is correct and appropriate. Explanation of content connects with students' knowledge and experience, 21 st century skills and the

<i>RIPTS 2,8</i>	or relevant IEP goals.		century skills and the relevant IEP goals.	relevant IEP goals. Students contribute to explaining and/or demonstrating concepts to SLP, staff, and/or their peers.
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**Speech-Language Pathologists
Standard 3: Instruction/Service Delivery
Component 3.2: Service Delivery Techniques**

Skillful Speech-Language Pathologists model and facilitate successful communication to promote student participation and advancement of speech-language skills.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.2.a <i>Facilitation of Communication</i> <i>RIPTS 5,8</i>	SLP's facilitation of communication skills is inappropriate to students' developmental range and abilities.	SLP's facilitation of communication skills is appropriate to the students' developmental range, but cover only a limited range of skills and knowledge. Only some of the questions and/or prompts are used to engage and guide students toward successful communication skills.	SLP's facilitation of communication skills is appropriate to the students' developmental range of skills and knowledge. Questions and/or prompts are used to engage and guide students toward successful communication skills and meeting relevant IEP goals.	SLP's facilitation of communication skills is appropriate to the students' developmental range of skills and knowledge. Questions and/or prompts are used to engage and guide students toward higher order thinking and meeting relevant IEP goals. Students initiate and contribute to the interaction as appropriate to their communication ability.
3.2.b <i>Delivery Techniques</i> <i>RIPTS 5,8</i>	SLP's questions and prompts are not delivered in a manner that requires students to engage cognitively or to prepare for successful, developmentally appropriate communication. Questions and/or prompts may be delivered in rapid	SLP's questions and/or prompts are not consistently delivered using techniques that prepare students for cognitive engagement and successful, developmentally appropriate communication.	SLP's questions and/or prompts are delivered using techniques that prepare students for cognitive engagement and successful, developmentally appropriate communication.	SLPs questions and/or prompts are delivered using techniques that prepare students to engage cognitively and promote student-therapist or student-to-student interaction. Students respond to prompts as developmentally

	succession without appropriate wait time.			appropriate.
3.2.c Discussion Techniques <i>RIPTS 5,8</i>	The SLP is unsuccessful at creating an authentic discussion among students.	SLP makes some attempt to create an authentic discussion among students with uneven results.	SLP creates an authentic discussion among students, using and questioning and prompting techniques that successfully engage students in the discussion, stepping aside when appropriate.	SLP functions as facilitator to create authentic discussion among students, using questioning and prompting techniques that engage all students in the discussion. Students encourage other members of the group to participate in the discussion.

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Speech-Language Pathologists **Standard 3: Instruction/Service Delivery** **Component 3.3: Engaging Student in Learning**

Speech-Language Pathologists engage students by creating authentic opportunities for communication that result in new knowledge, skills and abilities. The ownership of learning transfers from the SLP to the students. Speech-Language Pathologists' effective use of therapeutic activities and assignments, grouping of students, instructional materials, devices and/or technologies, and structure and pacing, all contribute to a therapeutic setting where students are deeply engaged in the advancement of communication skills. (Danielson's FfT, 2007)

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.3.a Therapeutic and Carryover Activities <i>ASHA Appendix B/D.2 Performance Review RIPTS 5,6</i>	Therapeutic and carryover activities lack challenge, are inappropriate, or do not cognitively engage students toward advancing communication goals.	Therapeutic and carryover activities inconsistently challenge students, and only cognitively engage some students toward advancing communication goals.	Therapeutic and carryover activities appropriately challenge all students, incorporate academic and curricular connections, require 21 st century skills, and cognitively engage	Therapeutic and carryover activities are appropriately challenging for all students, incorporate academic and curricular connections, require 21 st century skills, and cognitively engage all students in complex learning while

			students in advancing communication goals.	achieving communication goals.
3.3.b Therapeutic Materials and Technologies <i>ASHA Appendix B/D.2 Performance Review</i> <i>RIPTS 5, 6, 8</i>	Materials, equipment, devices and/or technologies are inappropriate to the therapeutic goals or do not cognitively engage students.	Materials, equipment, devices and/or technologies are partially appropriate to the therapeutic goals, and cognitively engage some students.	Materials, equipment, devices and/or technologies are appropriate to the therapeutic goals, and are differentiated to incorporate the students' strengths and needs.	Materials, equipment, devices and/or technologies are appropriate to the therapeutic goals, are differentiated as appropriate to incorporate the students' strengths and needs, and ensure all students are cognitively engaged. Students participate in the choice, adaptation, or creation of materials and/or technologies to advance communication goals.

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Speech-Language Pathologists

Standard 3: Instruction/Service Delivery

Component 3.4: Assessment and Evaluation

Assessment is an integral part of the therapeutic process. The design of therapy must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice during therapy, including self-assessment, makes students fully aware of criteria and performance standards and informs the SLP's therapeutic decisions.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.4.a Assessment Criteria <i>ASHA Appendix Review B/D.4</i> <i>RIPTS 5, 6, 9</i>	SLP does not convey the criteria by which student's execution of communication skills will be evaluated.	SLP inconsistently conveys the criteria by which student's execution of communication skills will be evaluated.	SLP clearly conveys the criteria by which student's execution of communication skills will be evaluated.	SLP clearly conveys the criteria and performance standards by which student's execution of communication skills will be evaluated and students demonstrate an understanding of criteria.
3.4.b Monitoring Student	SLP does not monitor students' execution of communication skills	SLP minimally monitors students' execution of	SLP consistently uses formative assessment strategies, including	SLP consistently uses formative assessment strategies, including

Progress <i>ASHA Appendix Review B/D.4</i> <i>RIPTS 5, 6, 9</i>	and progress.	communication skills and progress, or only assesses progress for the group as a whole.	student self-assessment, to monitor students' execution of communication skills and the progress of students toward advancing relevant IEP goals.	student self-assessment, to monitor individual student's execution of communication skills and progress toward meeting relevant IEP goals.
3.4.c Providing Feedback to Students <i>ASHA Appendix Review B/D.2</i> <i>RIPTS 5, 6, 9</i>	SLP's feedback to students is limited, general, infrequent and/or irrelevant, resulting in no advancement of students' communication skills.	SLP's feedback to students is inconsistent, while timely, but useful to help some students to advance communication skills.	SLP's feedback to students is consistent, timely, frequent, and specific, providing individual students with specific direction and information to improve communication skills and advance progress toward relevant IEP goals.	SLP's feedback to students is consistent, timely, frequent, and specific, providing individual students with specific direction and information to improve communication skills and advance progress toward relevant IEP goals. Students make use of the feedback to monitor and improve communication skills.

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Speech-Language Pathologists

Standard 3: Instruction/Service Delivery

Component 3.5: Demonstrating Instructional/Service Delivery Outcomes

Assessment is an integral part of the instructional/service delivery process. The design of instruction/service delivery must account for a range of assessment strategies: formative and summative. High-quality assessment practice makes students/support professionals fully aware of criteria, informs support professional's instructional decisions, and leverages both support professional and student feedback. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
3.5 Demonstrating Instructional/Service Delivery Outcomes <i>RIPTS</i>	At the end of cycle(s) of service delivery, evidence demonstrates minimal or no student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates moderate student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates sufficient student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates significant student progress as determined collaboratively between the support professional and the evaluator.

Degree of Achieved Expectations:	Minimal = Very few students reached expectations.	Moderate = Some students reached expectations while some did not.	Sufficient = Most students reached expectations.	Significant = Most students reached and some exceeded expectations.
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Social Workers
Standard 3: Instruction/Service Delivery
Component 3.1: Communication

The School-based Social Worker's communication with students, families, colleagues and school leaders should be clear and developmentally appropriate with an explanation of how students will demonstrate success. Communication with colleagues and school leaders shall provide information in support of growth while maintaining professional confidentiality.

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.1a <i>Communicates with Students</i> RIPTS 8 IR 3.1a	School Social Worker's explanation of treatment expectations is unclear to students.	School Social Worker attempts to explain treatment expectations to students with limited success.	School Social Worker clearly communicates relevant treatment expectations to students with explanations of how students will demonstrate success.	School Social Worker clearly communicates relevant treatment expectations to students, linking that purpose to student interests and needs. Expectations are aligned to 21 st century skills.
3.1b <i>Communicates with Colleagues</i> D 12 3g RIPTS 7,8	School Social Worker does not consult with colleagues.	School Social Worker consults occasionally with colleagues, communicating recommendations that do not link to referral concerns while maintaining professional confidentiality.	School Social Worker maintains ongoing consultations with colleagues; communicating recommendations that link to referral concerns and student's progress while maintaining professional confidentiality.	School Social Worker initiates and maintains ongoing consultation with colleagues; communicating recommendations that link to referral concerns, student's progress and assessment of progress toward meeting established goals while maintaining professional confidentiality.
3.1c <i>Communicates with</i>	School Social Worker does not consult with	School Social Worker consults	School Social Worker maintains ongoing	School Social Worker initiates and

School Leaders <i>RIPTS 7,8</i>	school leaders.	occasionally with school leaders, providing general information regarding students' interventions and progress.	consultation with school leaders, apprising school leaders of individual student recommendations, interventions and progress.	maintains frequent consultation with school leaders, apprising school leaders of individual student's recommendations, interventions and progress toward meeting established goals.
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Social Workers

Standard 3: Instruction/Service Delivery

Component 3.2: Intervention/Counseling

The School Social Worker's intervention with students and/or family ultimately plays a part in school and/or social success. School Social Workers should remain current on knowledge of socio-economic and cultural factors impacting students, as well as intervention tools and techniques unique to the populations they are servicing.

Element/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.2.a Individual or Small Group Practice <i>D12 3.a</i> <i>NASW 4</i>	School Social Worker rarely implements evidence-informed programs and practices to meet treatment goals; does not make adjustment to treatment plan even given evidence of inadequacy.	School Social Worker inconsistently implements evidence-informed programs and practices to meet treatment goals; makes modest changes to program when confronted with evidence of the need for change.	School Social Worker uses clinical skills to implement evidence-informed programs and practices consistent with treatment goals, making changes to treatment program as needed.	School Social Worker employs diverse clinical skills to implement comprehensive evidence-informed programs and practices consistent with treatment goals, making changes as needed in response to student, teacher or family input; assists other school personnel in implementing evidence-informed programs and practices to enhance treatment goals.
3.2b Cultural Competence <i>RIPTS 4</i>	School Social Worker lacks sensitivity or respect for socio-economic or cultural	School Social Worker demonstrates minimal understanding of, and respect for,	School Social Worker demonstrates an understanding of, and respect for, socio-economic and cultural	School Social Worker demonstrates a comprehensive understanding of the various cultures and

NASW 9	diversity.	socio-economic and cultural diversity.	diversity of students and families.	socioeconomic groups represented in the school and community; actively assists school personnel to develop multicultural understanding.
3.2.c Crisis Intervention/Risk Assessment <i>D 12 3b</i> <i>NASW 4</i>	School Social Worker does not effectively respond during crises or at times of risk.	School Social Worker demonstrates minimal skills in response to crises or at times of risk.	School Social Worker responds to crises in a comprehensive and timely manner during crisis situation and works collaboratively with other support staff.	School Social Worker demonstrates extensive skills and utilizes applicable resources in response to crises, or at times of risk; works collaboratively with other support staff and follows-up with student, families and/or school personnel.

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Social Workers

Standard 3: Instruction/Service Delivery Component 3.3: School and Community Participation

School social workers shall advocate for students and their families. School social workers, as systems' change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs. School social workers shall be informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice, to effectively advocate for students. (NASW)

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.3a Team Participation <i>RIPTS 8</i>	School Social Worker does not participate during applicable team meetings.	School Social Worker participates during applicable team meetings providing minimal explanation of documented interventions and consultation with staff and community resources.	School Social Worker takes an active role during applicable team meetings explaining documented interventions and consultation with staff and community resources.	School Social Worker takes a leadership role during applicable team meetings explaining documented interventions and consultation with staff and community resources;

3.3.b Advocacy <i>D12 3c</i> <i>NASW 11</i>	School Social Worker rarely assists students and families to gain access to community resources.	School Social Worker generally assists students and/or families to gain access to community resources.	School Social Worker assists students and/or families to gain access to community resources; identifies and differentiates appropriate resources for each situation.	School Social Worker consistently empowers students and/or families to gain access to community resources; identifies and differentiates appropriate resources; conducts follow-up to facilitate effective utilization of resources.
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Social Workers
Standard 3: Instruction/Service Delivery
Component 3.4: Assessment

School social workers shall conduct ongoing evaluation to determine the level of effectiveness of all interventions. Methods used to evaluate social work practice shall be assessed periodically to ensure that objectives, activities, and measured outcomes are aligned with the local education agency's goals and social work ethical practice. (NASW 5)

Elements/ Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.4a Individual Assessment of Student Needs <i>RIPTS 9</i> <i>NASW 5</i>	The School Social Worker conducts cursory and/or inaccurate assessments. Recommended interventions are not consistent with student needs.	The School Social Worker conducts accurate assessments with impressions and recommendations. Interventions partially support student needs.	The School Social Worker conducts quality assessments, which offer appropriate professional impressions and recommendations. Recommended interventions are consistent with student needs.	The School Social Worker conducts high quality comprehensive assessments; synthesizes data collected; offers detailed professional impressions, recommendations and interventions, which demonstrate a comprehensive clinical knowledge for educational planning.
3.4b Using Data in Assessment <i>RIPTS 9</i> <i>NASW 5</i>	The School Social Worker does not use available data.	The School Social Worker uses data and demonstrates a beginning level of ability to interpret available data.	The School Social Worker uses available data and demonstrates the ability to interpret and analyze data.	The School Social Worker is highly effective in using, interpreting and analyzing data from multiple sources and uses data to adjust interventions in collaboration with other educators and families.

3.4.c Monitoring Student Progress RIPTS 5, 6, 9 IR 3.4b NASW 5	School Social Worker does not monitor student progress or adjust treatment goals.	School Social Worker minimally monitors student progress toward treatment objectives.	School Social Worker monitors student progress toward treatment objectives and consistently adjusts goals to meet student needs.	School Social Worker continually monitors student progress toward treatment objectives and consistently adjusts goals to meet student needs, involving students in progress monitoring.
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Social Workers

Standard 3: Instruction/Service Delivery

Component 3.5: Demonstrating Instructional/Service Delivery Outcomes

Assessment is an integral part of the instructional/service delivery process. The design of instruction/service delivery must account for a range of assessment strategies: formative and summative. High-quality assessment practice makes students/support professionals fully aware of criteria, informs support professional's instructional decisions, and leverages both support professional and student feedback. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
3.5 Demonstrating Instructional/Service Delivery Outcomes RIPTS	At the end of cycle(s) of service delivery, evidence demonstrates minimal or no student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates moderate student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates sufficient student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates significant student progress as determined collaboratively between the support professional and the evaluator.
Degree of Achieved Expectations:	Minimal = Very few students reached expectations.	Moderate = Some students reached expectations while some did not.	Sufficient = Most students reached expectations.	Significant = Most students reached and some exceeded expectations.

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Occupational Therapists

In order to successfully engage students in occupational therapy sessions, Occupational Therapists need to demonstrate and execute clear therapeutic expectations. Occupational Therapists will be assessed on their ability to create reasonable and appropriate expectations for progressing therapy goals and skills being addressed. Occupational Therapists will provide directions and expectations of therapy sessions through the use of appropriate verbal or visual tools.

Standard 3: Instruction/Service Delivery Component 3.1: Communication

Elements	Ineffective	Developing	Effective	Highly Effective
3.1a Therapeutic Expectations	Therapist does not explain or demonstrate the purpose of the therapy session. Therapy expectations are unclear.	Therapist's attempts to explain/demonstrate the purpose of the therapy session are unclear. Therapeutic expectations are somewhat aligned to relevant student goals/needs.	Therapist's purpose of the therapy session is clear and modified to specific student goals/needs. Therapeutic expectations are aligned to relevant student goals/needs with explanation of how students will demonstrate progress.	Therapist's purpose of the therapy session is clear, including where it is situated within broader goals that are linked to the student's best interest and their ability to function independently.
3.1b Directions & Procedures	Therapist's directions and therapy sessions are confusing to students or are presented at an inappropriate level.	Therapist's directions and therapy sessions are clarified for the student if students are confused. Therapist's directions are inappropriately explained.	Therapist's directions and therapy sessions are clear to students and delivered in an appropriate manner.	Therapist's directions and therapy sessions are clear, complete and anticipate possible student misunderstanding.
3.1c Communicating with Colleagues	Therapist's communication with colleagues is unprofessional or non-existent.	Therapist shares some knowledge and skills with colleagues, including teachers and other support professionals, however, communication is inconsistent.	Therapist shares knowledge and skills with colleagues, including teachers and other support professionals, when asked. Therapist informs all appropriate personnel of individual student needs, accommodations and modifications while maintaining confidentiality.	Therapist is proactive in sharing knowledge and skills with colleagues, including teachers and other support professionals. Therapist informs all appropriate personnel of individual student needs, accommodations and modifications while maintaining confidentiality.

Standard 3: Instruction/Service Delivery
Component 3.2: Flexibility & Responsiveness

Elements	Ineffective	Developing	Effective	Highly Effective
3.2a Therapy Session Adjustment	Therapist adheres rigidly to therapy plans, even when a change will clearly improve a session.	Therapist attempts to adjust a session with mixed results.	Therapist makes adjustments to a session, with minimal loss of therapeutic intervention time.	Therapist successfully makes adjustments to a session, with no loss of therapeutic intervention time.
3.2b Responsiveness to Students	Therapist successfully makes adjustments to a session, with no loss of therapeutic intervention time.	Therapist attempts to accommodate students' questions or interests. Sessions may lack coherence or relevance as a result.	Therapist successfully accommodates students' questions interests and/or reactions to therapy.	Therapist seizes opportunities to enhance learning, building on incidental events while still accomplishing therapeutic session outcomes.
3.2c Flexibility & Persistence	When a student's difficulty in learning might be addressed by physical /occupational therapy interactions, the therapist fails to accept the responsibility to address the issue.	Therapist accepts some responsibility for the success of all students but does not persist in searching for solutions if the therapist's repertoire is limited.	Therapist persists in seeking effective approaches for students who need help, but does not draw on additional resources when needed.	Therapist persists in seeking effective approaches for students who need help, soliciting additional resources when needed.

Standard 3: Instruction/Service Delivery
Component 3.3: Engaging Student in Therapy

Elements	Ineffective	Developing	Effective	Highly Effective
3.3a Structure and Pacing	Therapy sessions have no clearly defined structure. The pace is too slow or too fast to keep the students engaged.	Therapy sessions have a loosely defined structure. The pace does not consistently keep the students engaged.	Therapy sessions have a loosely defined structure. Pacing is appropriate for most students most of the time.	Therapy sessions are structured and coherent with an appropriate beginning and ending. Pacing is appropriate for all students.
3.3b	Therapy materials	Therapy materials	Therapy materials	Therapy materials

Therapy Materials and Resources	and resources are unsuitable to the student's goals or do not engage student's cognitive levels.	and resources are sometimes suitable to the student's provided goals. Resources are seldom for student use in educational settings.	and resources are suitable to the student's goals and engage student's cognitive levels or support the student for success in the classroom. Appropriate, resources are provided for student use in educational settings, if needed.	and resources are suitable to the student's goals and engage student's cognitive levels or support the student for success in the classroom. Therapist follows up with teachers and/or other support staff to ensure resources are utilized properly in educational settings, if needed.
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Standard 3: Instruction/Service Delivery
Component 3.4: Delivery of Therapeutic Interventions

Elements	Ineffective	Developing	Effective	Highly Effective
3.4a Individual Student Goals/Needs as Expectations for Student Performance	Therapist does not consider students' goals/needs when setting expectations for student performance.	Therapist inconsistently considers students' goals/needs when setting expectations for student performance.	Therapist consistently considers students' goals/needs when setting expectations for student performance.	Therapist consistently considers students' progress toward goals when setting expectations for student performance and adjusts expectations based upon such progress.
3.4b Connecting Assessment Data to Therapy Decisions	Therapy activities and/or consultations are not based on students' needs revealed through either informal or formal assessments.	Therapy activities and/or consultations are inconsistently based on informal or formal assessments.	Therapy activities and/or consultations are consistently based on data that the therapist has analyzed from informal or formal assessments.	Therapy activities and/or consultations are consistently based on data that therapist has analyzed from both informal and formal assessments.
3.4c Interventions	Therapist does not adjust interventions according to students' needs.	Therapist inconsistently adjusts interventions according to individual students' needs.	Therapist consistently adjusts interventions according to individual students' needs.	Therapist consistently adjusts interventions according to individual students' needs. Team/student input is used to determine success of intervention.

Standard 3: Instruction/Service Delivery
Component 3.5: Demonstrating Instructional/Service Delivery Outcomes

Assessment is an integral part of the instructional/service delivery process. The design of instruction/service delivery must account for a range of assessment strategies: formative and summative. High-quality assessment practice makes students/support professionals fully aware of criteria, informs support professional's instructional decisions, and leverages both support professional and student feedback. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
3.5 Demonstrating Instructional/Service Delivery Outcomes <i>RIPTS</i>	At the end of cycle(s) of service delivery, evidence demonstrates minimal or no student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates moderate student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates sufficient student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates significant student progress as determined collaboratively between the support professional and the evaluator.
Degree of Achieved Expectations:	Minimal = Very few students reached expectations.	Moderate = Some students reached expectations while some did not.	Sufficient = Most students reached expectations.	Significant = Most students reached and some exceeded expectations.

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Standard 4 is the same for all Service Providers & Educators

Standard 4: Professional Growth & Responsibilities
4.1: Reflecting on Practice

Every educator should demonstrate professional growth over time through professional development, reflective practice, lifelong learning and adaptation of practice in response to research and data to improve student learning. (Danielson's FfT, 2007)

Element	Ineffective	Developing	Effective	Highly Effective
4.1 Reflecting on Practice <i>RIPTS 10</i>	Educator does not reflect on their strength and areas for growth. OR Educator reflects on their strength and areas for growth, but	Educator reflects on their strengths and areas for growth, identifying general practices that they may address differently in the future.	Educator reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future.	Educator reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future complete with the probable success of different courses

	does not identify any practices that they would address differently in the future.			of action.
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Standard 4: Professional Growth & Responsibilities

Component 4.2: Communicating with Families

Although parents and guardians vary enormously in how active a part they take in their children's learning, most parents care deeply about the progress of their children and appreciate meaningful participation. Families should not be surprised by information such as rules, how work is assessed and long and short-term goals for their child. Ideally, moving beyond simple dissemination of information to foster two-way communication can greatly benefit families, students and educators. (Danielson's FfT, 2007)

Element	Ineffective	Developing	Effective	Highly Effective
4.2 Communicating with Families <i>RIPTS 7,11</i>	Educator's professional communications with families are limited, infrequent and/or irrelevant.	Educator's professional communications with families are general and/or infrequent.	Educator's professional communications with families are timely, frequent, and specific, providing individual student progress with specific direction and information to help advance learning. Educator attempts to engage families in two-way communication.	Educator's professional communications with families are timely, frequent, and specific, providing individual student progress with specific direction and information to help advance learning. Educator attempts to engage families in two-way communication and involve families in the school community.

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Standard 4: Professional Growth & Responsibilities

Component 4.3: Showing Professionalism

Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will succeed. Educators are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards. Professional educators comply with school, district, state and federal regulations and procedures. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
4.3a Maintaining Accurate Records <i>RIPTS 9</i>	Educator does not maintain information on student completion of assignments, student progress in learning, and non-instructional records.	Educator is inconsistent in maintaining information on student completion of assignments, student progress in learning, and non-instructional records.	Educator maintains information on student completion of assignments, student progress in learning, and non-instructional records in a timely manner.	Educator maintains information on student completion of assignments, student progress in learning, and non-instructional records in a timely manner. Educator regularly shares data with students as appropriate.
4.3b Commitment to Professional Standards <i>RIPTS 7, 11</i>	Educator does not comply with school and district regulations, policies, and contractual language. Educator does not comply with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies minimally with school and district regulations, policies, and contractual language. Educator complies minimally with school State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies fully with school and district regulations, policies, and contractual language. Educator complies with State and Federal Law and Regulations including, but not limited to, IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies fully with school and district regulations, policies, and contractual language, taking a leadership role with colleagues. Educator complies fully with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA. Educator stays current on the standards of their profession beyond their LEA.

Standard 4 Professional Growth & Responsibilities

4.4: Growing and Developing Professionally

In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Educators use information from a variety of sources to inform their professional development and practice. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
4.4a Growing and Developing in a Professional Learning Community <i>RIPTS 7, 10</i>	<p>Educator does not engage in a professional learning community.</p>	<p>Educator minimally engages in a professional learning community by seeking out current, targeted professional development opportunities.</p>	<p>Educator actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives.</p>	<p>Educator actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives. Educator takes a leadership role in promoting professional development opportunities for their colleagues.</p>
4.4b Evidence for Approval of Professional Growth Goal <i>RIPTS 7, 9,10,11</i>	<p>The Professional Growth Goal is not submitted OR is missing any of the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound</p>	<p>The Professional Growth Goal does not fully address the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound</p>	<p>The Professional Growth Goal fully addresses the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound</p>	<p>The Professional Growth Goal fully addresses the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for</p>

	The length of time for attaining the goal is identified	The length of time for attaining the goal is identified	The length of time for attaining the goal is identified	attaining the goal is identified PLUS Benchmarks for gauging progress partway through the year are included
4.4c Evidence of Attainment of Professional Growth Goal <i>RIPTS 10</i>	Evidence provided indicates little/no progress of the PGG Action Plan.	Evidence provided indicates some progress with the PGG Action Plan.	Evidence provided indicates sufficient progress of the PGG Action Plan.	Evidence provided indicates completion of the PGG Action Plan.

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Appendix D: General RSP Considerations

Demonstrating Effectiveness Across Innovation Standards for ALL Support Professional Categories

The following gives overall exemplars that could be applied across the Support Professionals Categories as well as some specific examples for particular SP Categories where noted.

	RIIEESS Support Professional Practice Rubric Component	Support Professional Exemplars
	1.1 Knowledge of Discipline & Students	<ul style="list-style-type: none"> • Service Delivery Plan • IEP Present Levels of Performance • RIDE Licensure Requirements • Description of student and/or communication needs during IEP meeting or conference w evaluator • Clinical diagnoses (SNT, SLP, SP as appropriate) • Parent, Student, Teacher/Administrator Communications • Knowledge of Community Resources
	1.2 Establishing Outcomes	<ul style="list-style-type: none"> • Service Delivery Plan / IEP Goals • Notes from common planning time with other professionals
	1.3 Designing Service Delivery Activities, Interactions and Protocols	<ul style="list-style-type: none"> • Service Delivery / Treatment Plan • Materials and technologies documented in service delivery plan • Schedule would be evidence of appropriate student grouping / meetings / presentations
	1.4 Assessment and/or Data	<ul style="list-style-type: none"> • Medicaid billing (SLP, SW, SP) • quarterly/trimesterly IEP progress reports • meeting / evaluation notes
	2.1 Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> • Observation during therapy sessions (SLP) (SW, SP as appropriate re confidentiality issues), Evaluation Team meetings, IEP meetings, Meetings w students, Common planning with other professionals
	2.2 Culture of the Discipline	<ul style="list-style-type: none"> • Observation during service delivery sessions, classroom presentations, meetings w students • Students demonstrate understanding of expectations
	2.3 Managing Procedures	<ul style="list-style-type: none"> • students entering and exiting therapy/counseling sessions, conferencing w students, classroom presentations • students managing their own materials and/or supplies
	2.4 Managing Student Behavior	<ul style="list-style-type: none"> • expectations are set with consequences • rules posted • observation of student behavior and response to misbehavior

	3.1 Communicating with Students	<ul style="list-style-type: none"> • Observation of therapy/counseling/service delivery sessions (as appropriate), student meetings, classroom presentations • clear directions and procedures
	3.2 Service Delivery Techniques	<ul style="list-style-type: none"> • Observation of therapy/counseling/service delivery (as appropriate) • questions or prompts • student discussion
	3.3 Engaging Students in Learning	<ul style="list-style-type: none"> • Observation of therapy/counseling/service delivery (as appropriate) • homework assignments, practice sheets • Use of technology as appropriate
	3.4 Assessment and Evaluation	<ul style="list-style-type: none"> • Observation of therapy/counseling/service delivery (as appropriate) • student checklists/records of assessment/progress • peer and self assessments
	4.1 Reflecting on Practice	<ul style="list-style-type: none"> • formal reflection following observation of practice • evidence during pre & post observation of practice
	4.2 Communicating with Families	<ul style="list-style-type: none"> • parent communication log • observations during IEP and other parent meetings
	4.3 Showing Professionalism	<ul style="list-style-type: none"> • Completion of required reports i.e. Medicaid billing (as appropriate), IEP & other progress reports, evaluation reports, etc • Therapy/ medical / counseling notes • Participation in IEP, faculty, and other meetings
	4.4 Growing and Developing Professionally	<ul style="list-style-type: none"> • PGGs • attending professional development • common planning time participation

Appendix E

TOSA RUBRIC (Teachers On Special Assignment)

Standard 1: Planning and Preparation

Component 1.1: Knowledge of Specialty Area

Elements	Ineffective	Developing	Effective	Highly Effective
1.1 Knowledge of Specialty Area	In planning, TOSA demonstrates little or no familiarity with job specific area.	In planning, TOSA demonstrates basic familiarity with job specific area.	In planning, TOSA demonstrates broad knowledge of job specific area.	In planning, TOSA demonstrates extensive knowledge of job specific area.

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Component 1.2: Establishing Outcomes

Element	Ineffective	Developing	Effective	Highly Effective
1.2 Establishing Outcomes <i>RIPTS 1, 2, 3, 4, 5</i>	TOSA has no clearly established outcomes, or they are inappropriate to either the situation or the needs of participants.	TOSA's outcomes are rudimentary and are partially suitable to the situation and the needs of participants.	TOSA's outcomes are clear and are suitable to the situation and the needs of participants.	TOSA's outcomes are clear and are suitable to the situation and the needs of participants. They have been developed following consultations with stakeholders.

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Component 1.3: Designing Activities, Interactions & Protocols

Elements	Ineffective	Developing	Effective	Highly Effective
1.3a Session Activities, Interactions & Protocols	Session activities, interactions and/or protocols are not suitable to the outcomes. The session/protocol has	Session activities interactions and/or protocols are partially suitable to the outcomes. The session/protocol has	Session activities, interactions and/or protocols are suitable to the outcomes. The session/protocol has a clearly defined	Session activities, interactions and/or protocols are suitable to the outcomes. The session/protocol has a clearly defined

	no clearly defined structure, and/or time allocations are unrealistic.	a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities/ interactions /protocols is uneven, with unreasonable time allocations.	structure with reasonable time allocations.	structure with reasonable time allocations. Input from stakeholders is taken into consideration.
1.3.b Materials and Resources	Materials, technology and/or resources being used do not support the outcomes.	Some of the materials, technology, and /or resources being used support the outcomes.	Materials, technology, and/or resources being used support the outcomes.	Materials, technology, and/or resources being used support the outcomes, and are designed to promote participation.
1.3.c Planning for Groups (if applicable) <i>RIPTS 1, 2, 3,4,5,9</i>	Planning for groups does not support the established outcomes.	Planning for groups minimally supports the established outcomes.	Planning for groups is appropriate to the needs of participants and established outcomes.	Planning for groups is appropriate to the needs of the participants and the established outcomes. There is evidence of the use of data and/or participant choice in grouping.

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Component 1.4: Use of Data for Planning

Element	Ineffective	Developing	Effective	Highly Effective
1.4 Use of Data for Planning	TOSA rarely uses data to inform decisions in planning.	TOSA inconsistently uses data to inform decisions in planning.	TOSA consistently uses data to inform decisions in planning.	TOSA consistently uses data in planning and applies it to future planning and decision-making.

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Standard 2: Educational Environment

Component 2.1: Creating an Environment of Respect and Rapport

Elements	Ineffective	Developing	Effective	Highly Effective
2.1 TOSA Interactions with Participants <i>RIPTS 5, 6</i>	TOSA-Participant interactions with at least some participants and/or other professionals are negative or inappropriate.	TOSA-Participant interactions with participants and/or other professionals are generally appropriate, positive and respectful, but may reflect occasional inconsistencies.	TOSA-Participant interactions with participants and/or other professionals are appropriate, positive and respectful.	TOSA-Participant interactions with participants and/or other professionals are appropriate, positive and respectful to groups as well as individuals.

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Component 2.2 Importance of Specialty Area

Elements	Ineffective	Developing	Effective	Highly Effective
2.2 Importance of the Specialty Area <i>RIPTS 3, 4, 5, 6, 8, 9</i>	TOSA does not communicate the importance of the specialty area and/or conveys a negative attitude toward it.	TOSA communicates importance of the specialty area.	TOSA communicates importance of the specialty area using real-world connections.	TOSA communicates importance of the specialty area making real-world connections to participants' needs.

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Component 2.3: Managing Procedures

Elements	Ineffective	Developing	Effective	Highly Effective
2.3a Management of Transitions <i>RIPTS 6</i>	Transitions are chaotic with significant loss of time.	Transitions are uneven resulting in some loss of time.	Transitions are efficient, with minimal loss of time.	Transitions are seamless, with no loss of time.
2.3b Management of Materials And Supplies <i>RIPTS 6</i>	Management of materials and supplies is inefficient, resulting in significant loss time.	Management of materials and supplies is uneven resulting in some loss of time.	Management of materials and supplies is efficient with little loss of time.	Management of materials and supplies is efficient with no loss of time.

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Component 2.4: Behavioral Expectations

Elements	Ineffective	Developing	Effective	Highly Effective
2.4 Behavioral Expectations <i>RIPTS 6</i>	No evidence that norms/standards have been established or communicated to participants.	Norms/standards of conduct have been established and communicated to participants.	Norms/standards of conduct have been established and communicated clearly to participants.	Norms/standards of conduct have been established and communicated to participants. Participant behaviors consistently reflect the expectations of TOSA models and reinforces norms/standards of conduct.

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Standard 3: Instruction/Service Delivery

Component 3.1: Communication

Elements	Ineffective	Developing	Effective	Highly Effective
3.1a Requesting Feedback	TOSA rarely requests feedback from colleagues and/or participants to be used for professional growth.	TOSA occasionally requests feedback from colleagues and/or participants to be used for professional growth.	TOSA consistently requests feedback from colleagues and/or participants to be used for professional growth.	TOSA consistently requests timely, specific feedback from colleagues and/or participants to be used for professional growth.
3.1b Utilizes and Maintains Professional Communication s with Colleagues or Participants	TOSA rarely uses or maintains respectful communications with colleagues and participants.	TOSA occasionally uses or maintains respectful communications with colleagues and participants.	TOSA consistently uses and maintains respectful communications with colleagues and participants.	TOSA consistently uses and maintains timely, productive, respectful communications with colleagues and participants.

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Component 3.2: Organization & Management

Elements	Ineffective	Developing	Effective	Highly Effective
3.2a Meets professional obligations	TOSA rarely meets professional obligations.	TOSA occasionally meets professional obligations.	TOSA consistently meets professional obligations.	TOSA consistently meets professional obligations and assumes a leadership role within their assignment.
3.2b	TOSA rarely meets	TOSA occasionally	TOSA consistently	TOSA consistently

Time management	deadlines.	meets deadlines.	meets deadlines and manages time well.	meets deadlines and manages time well. TOSA is proactive in adjusting deadlines based on new data/benchmarks.
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Component 3.3: Data Use

Elements	Ineffective	Developing	Effective	Highly Effective
3.3 Data Use	TOSA does not utilize individual, group data, and/or professional feedback to inform practice.	TOSA inconsistently utilizes individual, group data, and/or professional feedback to inform practice.	TOSA consistently utilizes individual, group data, and/or professional feedback, to inform practice.	TOSA consistently utilizes individual, group data, and/or professional feedback to inform current and future practice.

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Component 3.4: Resources

Elements	Ineffective	Developing	Effective	Highly Effective
3.4a Demonstrating knowledge of resources	TOSA demonstrates little or no knowledge of available resources.	TOSA demonstrates basic knowledge of available resources.	TOSA demonstrates full awareness of available resources.	TOSA demonstrates full awareness of available resources. TOSA actively seeks out new resources when available.
3.4b Technology Integration (if applicable)	TOSA does not integrate available, applicable technologies.	TOSA rarely integrates available, applicable technologies.	TOSA consistently integrates available, applicable technologies.	TOSA consistently integrates available technology. TOSA actively seeks out new technologies when available.

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Standard 3: Instruction/Service Delivery
Component 3.5: Demonstrating Instructional/Service Delivery Outcomes

Assessment is an integral part of the instructional/service delivery process. The design of the TOSA's instruction/service delivery/support must account for a range of assessment strategies: formative and summative. High-quality assessment practice makes TOSAs fully aware of criteria, informs the TOSA's support of professional instructional decisions, and leverages both the TOSA's and their colleagues feedback. (Danielson's FfT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
3.5 Demonstrating Instructional/Service Delivery Outcomes <i>RIPTS</i>	At the end of cycle(s) of service delivery, evidence demonstrates minimal or no student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates moderate student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates sufficient student progress as determined collaboratively between the support professional and the evaluator.	At the end of cycle(s) of service delivery, evidence demonstrates significant student progress as determined collaboratively between the support professional and the evaluator.
Degree of Achieved Expectations:	Minimal = Very few students reached expectations.	Moderate = Some students reached expectations while some did not.	Sufficient = Most students reached expectations.	Significant = Most students reached and some exceeded expectations.

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Standard 4: Professional Growth & Responsibilities (Standard 4 is the same as the Educator and Related Service Provider Rubrics.)

4.1: Reflecting on Practice

Every TOSA should demonstrate professional growth over time through professional development, reflective practice, lifelong learning and adaptation of practice in response to research and data to improve student learning. (Danielson's FFT, 2007)

Element	Ineffective	Developing	Effective	Highly Effective
4.1 Reflecting on Practice <i>RIPTS 10</i>	TOSA does not reflect on their strength and areas for growth. <p style="text-align: center;">OR</p> TOSA reflects on their strength and areas for growth, but does not	TOSA reflects on their strengths and areas for growth, identifying general practices that they may address differently in the future.	TOSA reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future.	TOSA reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future complete with the probable success of different courses of

	identify any practices that they would address differently in the future.			action.
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Component 4.2: Communicating with Stakeholders

Element	Ineffective	Developing	Effective	Highly Effective
4.2 Communicating with Stakeholders <i>(i.e. students, families, colleagues, school/district/ community leaders)</i> <i>RIPTS 7,11</i>	TOSA rarely communicates with stakeholders.	TOSA occasionally communicates with stakeholders.	TOSA consistently communicates with stakeholders.	TOSA consistently communicates with stakeholders and attempts to engage in two-way communications.

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Component 4.3: Showing Professionalism

TOSAs recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will succeed. TOSAs are keenly alert to and advocate for the needs of their students. TOSAs demonstrate a commitment to professional standards. Professional TOSAs comply with school, district, state and federal regulations and procedures. (Danielson's FFT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
4.3a Maintaining Accurate Records <i>RIPTS 9</i>	TOSA does not maintain accurate records.	TOSA is inconsistent in maintaining accurate records.	TOSA maintains accurate records.	TOSA maintains accurate records. TOSA regularly shares data with appropriate stakeholders.
4.3b Commitment to Professional Standards	TOSA does not comply with school and district regulations, policies, and contractual	TOSA complies minimally with school and district regulations, policies, and contractual language. TOSA	TOSA complies fully with school and district regulations, policies, and contractual language.	TOSA complies fully with school and district regulations, policies, and contractual language, taking a

RIPTS 7, 11	language. TOSA does not comply with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	complies minimally with school State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	TOSA complies with State and Federal Law and Regulations including, but not limited to, IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	leadership role with colleagues. TOSA complies fully with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA. TOSA stays current on the standards of their profession beyond their LEA.
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4.4: Growing and Developing Professionally

In a world of rapidly expanding access to information, opportunity, and technology, TOSAs have a responsibility to continually prepare themselves to align instruction with transforming student needs.

Continued professional growth and development is essential to creating dynamic learning environments.

TOSAs use information from a variety of sources to inform their professional development and practice.

(Danielson's FFT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
4.4a Growing and Developing in a Professional Learning Community RIPTS 7, 10	TOSA does not engage in a professional learning community.	TOSA minimally engages in a professional learning community by seeking out current, targeted professional development opportunities.	TOSA actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives.	TOSA actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives. TOSA takes a leadership role in promoting professional development opportunities for their colleagues.
4.4b	The Professional Growth Goal is not	The Professional Growth Goal does not fully	The Professional Growth Goal fully	The Professional Growth Goal fully

Evidence for Approval of Professional Growth Goal <i>RIPTS 7, 9, 10, 11</i>	<p>submitted OR is missing any of the following pieces:</p> <p>S – Specific: The TOSA clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>address the following pieces:</p> <p>S – Specific: The TOSA clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>addresses the following pieces:</p> <p>S – Specific: The TOSA clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>addresses the following pieces:</p> <p>S – Specific: The TOSA clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p> <p>PLUS Benchmarks for gauging progress partway through the year are included</p>
4.4c Evidence of Attainment of Professional Growth Goal <i>RIPTS 10</i>	<p>Evidence provided indicates little/no progress of the PGG Action Plan.</p>	<p>Evidence provided indicates some progress with the PGG Action Plan.</p>	<p>Evidence provided indicates sufficient progress of the PGG Action Plan.</p>	<p>Evidence provided indicates completion of the PGG Action Plan.</p>

Additional Considerations:

- Positions being evaluated with this rubric are teacher union members who do not directly service students and therefore, cannot write SLO or SOOs.
- TOSAs using this rubric will develop an SAO (Special Assignment Objective) in place of the two SLO/SOOs.

Citations:

- Element 3.1a and 3.1b were taken from the Washoe County Public Schools TOSA rubric.
- Elements were aligned to the RI Professional Teaching Standards (RIPTS).
- This rubric was developed based on Charlotte Danielson's *Frameworks for Teaching*.

Appendix F

Teacher on Special Assignment (TOSA)

Background Information:

In conjunction with the Rhode Island Federation of Teachers and the RIIESS Consortium, Cranston's I3 Coordinator worked to develop the TOSA rubric based on the work and research of Charlotte Danielson during the 2014-2015 school year. The Cranston DEC discussed and approved the TOSA rubric, with minor adjustments, in September 2015 along with the components described below. The leadership of CPS and the CTA looked at all these materials and approved them as well.

The TOSA evaluation was piloted in the 2015-2016 school year and for those evaluated, this counted as their regular evaluation, thus putting them into the same cycle as all other teachers. The process is basically the same as teacher evaluations.

During the 2015-2016 pilot year, the documentation for the TOSA's PGG was done in Aspen but the remainder was done outside of Aspen on separate electronic files. This was done to allow for adjustments to be made prior to building the Aspen documentation. A survey was sent to all TOSAs and their evaluators in June 2015 in order to solicit feedback to determine if any adjustments to the process needed to be made.

Teacher on Special Assignment (TOSA) Guidelines

- TOSAs will complete a self-reflection, 1 PGG, and 1 SAO (not an SLO).
- The SAO is a Special Assignment Objective related to the unique position they are assigned to and must be approved by their evaluator just like the SLO is for teachers and related service providers.
- The PGG and SAO needs to be submitted to your evaluator on the same timelines as the teachers and related service providers.

- If a TOSA is non-tenured, they must submit a mid-year data review of their progress on their **SAO PGG** and this will be due on the same timeline as all other evaluations.
- **Evidence Collection –**
 - Decide with your evaluator when you will be observed.
 - Complete standard one - adding evidence related to the observation that will occur.
 - Do not create a list of everything you do throughout the year to answer the components in standard one. Just like the teacher rubric, the evidence reflects a snapshot in time - the observation of practice. For teachers, standard one is their lesson plan for the lesson to be observed. For TOSAs, standard one is evidence of your planning and preparation for the event to be observed by your evaluator.
 - The evaluator will collect evidence, throughout the observation, and align that evidence into standards two and three.
 - Once the TOSA reviews the evidence collected, you can fill in the reflection in standard 4.
- You will meet with your evaluator for a pre and post observation conference.
- If you are tenured, your evaluator will do at least one informal observation of your practice (can be more).
- If you are non-tenured, your evaluator will do at least two informal observation of your practice (can be more).
- TOSAs will participate in a summative conference with their evaluator.

Special Assignment Objective (SAO)

TOSAs will each complete 1 SAO and email it to their evaluator. The SAO is developed in place of the 2 SLO/SOs.

A SAO is different from a PGG as it is directly related to your job description/responsibilities. **The SAO requires the use of data to determine current level and the completion of the objective.** This goal should improve an aspect of your position. For example: streamlining a process, method of gathering information, data review, creation of support systems for educators/administrators, creation of a new program, communication systems, etc.

SAO Rationale: Provide data-driven and/or curriculum based explanation for the focus of the SAO. Indicate how the SAO is aligned with school or district initiative.

Baseline:

How is issue being addressed now? What are the current procedures/situations in place that you are trying to improve? Provide baseline data regarding your goal.

SAO Targets: Target should be measurable and rigorous, yet attainable.

Rationale for Targets: Explain in which way your targets were determined and evidence to indicate the target is both rigorous and attainable.

Mid-Year Data: (for non-tenured TOSAs)

Provide data to document mid-year growth toward the attainment of SAO.

Mid-Year Assessment of Data: (for non-tenured TOSAs)

Provide an explanation of the evidence to demonstrate you are working toward accomplishing your goal.

Evidence of Attainment:

Provide data to document attainment of SAO.

Assessment of Attainment: Provide an explanation of the evidence to demonstrate you have accomplished your goal.

Reflection: Reflect on your professional growth as a result of the SAO.

Final Rating:

	1 - Ineffective	2 - Developing	3 - Effective	4 - Highly Effective
Evidence of Attainment of Special Assignment Objective	Evidence provided indicates little/no progress of the SAO.	Evidence provided indicates some progress with the SAO.	Evidence provided indicates sufficient progress of the SAO.	Evidence provided indicates completion of the SAO.

APPENDIX G

Program Supervisors Evaluation Guidelines

By contract – all Program Supervisors will be evaluated every year in their role as a Program Supervisor.

Teacher/Program Supervisors	Non-Teaching Program Supervisors
Teacher Evaluation in full evaluation year based on cycle	Full TOSA evaluation on full evaluation year based on cycle
Program Supervisor Evaluation in non-evaluation years	Program Supervisor evaluation in non-evaluation years

All teachers and/or program supervisors must be evaluated every year until tenure is achieved. Based on the teacher evaluation cycle determined by their previous full evaluation, they will be evaluated using either the full teacher or TOSA evaluation, or by the Program Supervisor evaluation in the years not being fully evaluated based on their cycle.

To earn tenure a teacher/program supervisor must have an effective evaluation for 2 consecutive years.

RIDE requires 3 full successful years within 5 to attain tenure.

Appendix H

DISTRICT-WIDE PROGRAM SUPERVISOR EVALUATION DESCRIPTORS		
CRITERIA	EFFECTIVE	NOTES
Supervision of curriculum design, development, review, revision, implementation and evaluation	<p>€ Design is: coordinated with the ED (Executive Director), K-12 long-range, based on adopted standards, Backward Designed AND, considers the education of the whole child, provides multiple opportunities to learn, is relevant, fair, accessible and equitable; and uses data from evaluation of existing curriculum</p> <p>€ Design and outcome include scope, sequence, assessments and recommended instructional strategies</p> <p>€ Development process is inclusive, meets time expectations, and adheres to CAB process</p>	
	<p>€ Review process includes documented teacher feedback for meeting instructional and learner requirements</p> <p>€ Revision is based on requirements for meeting learners' opportunities to achieve expectations</p> <p>€ Ensure implementation of valid and reliable curriculum</p>	
	<p>€ Evaluation is based learning outcomes, implementation data, alignment to relevant standards, cultural needs, research and district strategic plan expectations</p>	
Ongoing/annual departmental responsibilities	<p>€ Coordinates with administration and department chairs/content leaders in the selecting and equitable and adequate assignment of human resources</p> <p>€ Develops and coordinates annual textbook, equipment, technology and supply resource plan that is equitable and developed inclusively (administrators, department chairs, faculty and others, as applies). Plan is presented on time to the ED and building principles in the late Spring.</p> <p>€ Supervisor participates on CAB as requested by ED</p>	

Assessment development and coordination supervision	<p>Collaborates with administration on the:</p> <ul style="list-style-type: none"> € development of valid, fair, accessible and reliable local formative, interim and summative district adopted standards-based curriculum aligned assessments € Implementation process is monitored regularly for fidelity € Student achievement and teacher implementation data; and alignment to relevant standards, accessibility, research, district strategic plan and curriculum expectations are all used in the evaluation of assessments € coordination of district-wide assessments 	
Professional Development supervision	<ul style="list-style-type: none"> € Develops plans for PD based on district strategic plan, RIDE expectations, research and the use of multiple related data sources, including staff needs/interest and student achievement € Regularly evaluate professional development with participant feedback € Delivered professional development received positive evaluations 	
Teacher evaluation process	<ul style="list-style-type: none"> € Participates with administrators in the evaluation of teachers € Provides clear and appropriate feedback to principals € Participates in development of teacher improvement plan if necessary € Coordinates, documents and shares schedules of classroom observations/visits with principals, twice annually (September/January) 	

Appendix I

DISTRICT-WIDE PROGRAM SUPERVISOR EVALUATION DESCRIPTORS (Occupational Therapy, Psychology, Social Work, Speech/Language, Nursing)		
CRITERIA	EFFECTIVE	NOTES
Supervision & Practice	<ul style="list-style-type: none"> € Works with the Executive Director (ED) & special education administrators to implement state & federal regulations regarding the FAPE of students with disabilities 	
	<ul style="list-style-type: none"> € Advocates for appropriate & consistent usage of school-based practice in LRE 	
	<ul style="list-style-type: none"> € Plans, develops & monitors services to ensure best practice and provision of high quality services. Ensures compliance with special education (or related discipline) process & procedure 	
	<ul style="list-style-type: none"> € Reviews reports, evaluations, IEPs & other documents produced by staff to ensure professionalism & validity 	
	<ul style="list-style-type: none"> € Mentors & provides feedback to staff regarding job performance 	
	<ul style="list-style-type: none"> € Seeks coverage for support staff when absences/extended leaves occur 	
	<ul style="list-style-type: none"> € Represents the school district at professional meetings & conferences, if necessary 	
	<ul style="list-style-type: none"> € Monitors and facilitates staff compliance with established policies & procedures 	
	<ul style="list-style-type: none"> € Consults with staff when extra guidance or expertise is needed € Confers, as necessary, with central office & administrators, parents & other professional personnel 	

Departmental Responsibilities	<ul style="list-style-type: none"> € Assists in the selection, orientation & training of new staff € Coordinates with administration in the adequate assignment & schedule of staff € Orders annual assessments/protocols, equipment, technology & supplies in accordance with budget set by the ED € Monitors the acquisition, care & maintenance of supplies & equipment € Attends program supervisor/directors meetings at discretion of the ED € Leads staff meetings &/or common planning per contractual agreement € Oversees fieldwork education/internship process & policy 	
Assessment	<ul style="list-style-type: none"> € Prepares monthly & annual statistical reports as requested by the ED € Monitors implementation process for fidelity & consistency € Conducts needs assessment & program planning in conjunction with the ED 	
Professional Development	<ul style="list-style-type: none"> € Develops & provides professional development based on district plan, RIDE expectations, research, staff needs/interest & student achievement/growth € Evaluates professional development with participant feedback € Keeps abreast of new practices/developments & disseminates as appropriate € Promotes professional growth through staff development 	
Teacher Evaluation Process	<ul style="list-style-type: none"> € Provides clear & appropriate content-related feedback to administration in the evaluation of support staff, upon request € Attends & participates in support staff observations/visits with administration, twice annually (September & January), upon request € Participates in development of teacher improvement plan, if necessary 	

Appendix J

CPS/CTA Contract Language Regarding Evaluation

ARTICLE IV RIGHTS OF THE ALLIANCE

L. All monitoring or observation of the work performance of a teacher will be conducted openly, and insofar as practicable, with full knowledge of the teacher. The use of eavesdropping, public address or audio systems, and similar surveillance devices shall be strictly prohibited.

M. Any complaints regarding a teacher, made to the Administration by any parent, student, or other person which, is considered in evaluating said teacher's performance, will be promptly called to the teacher's attention.

N. No teacher will be disciplined, reprimanded, reduced in rank or compensation, or deprived of any professional advantage without just cause.

ARTICLE VII EMPLOYMENT STANDARDS

D. Following the teacher assignment process, a teacher working less than full time, who receives at least an effective rating on the Professional Practice portion of their evaluation, shall be offered full time employment prior to the appointment of anyone else from outside the district to a full time position in the same area of certification. Changes under this article shall only occur after the teacher assignment process and prior to the start of school.

In the event that the evaluation system is eliminated, replaced or modified by RIDE in such a way that it substantively impacts the utilization of this provision, the parties agree to reopen negotiations to address the impact. Substantive changes include, but are not limited to, the elimination of the domains, utilized herein, a change to the criteria of the domains, or a change in the ratings used in the evaluation model.

ARTICLE VIII TEACHING HOURS AND TEACHING LOAD

V. A professional development program will be provided through a Professional Academy for Cranston Educators (PACE) developed collaboratively between the CTA and the CPS. Teachers will be required to participate on an annual basis for eight (8) hours. These hours shall be outside the regular school day. Teachers attending the professional development sessions will be compensated under the terms of Appendix E of the Master Agreement. Teachers serving as instructors will be paid an additional ten (10) dollars per hour. Commencing in the 2015-2016 school year, teachers serving as instructors will be paid an additional twenty (20) dollars per hour; however, the instructor will not be eligible for contractual professional development credit for those sessions they lead.

ARTICLE XVI REASSIGNMENT AND TRANSFER

C. 10. Any teacher who has a rating of ineffective or developing on their Professional Practice portion of the formal teacher evaluation instrument may not participate in the teacher assignment process for the purpose of obtaining a voluntary transfer without the prior approval of the Cranston School Department Superintendent or her/his designee. Requests by a teacher who has a rating of ineffective or developing on the Professional Practice portion of the formal teacher evaluation instrument shall be submitted to the Superintendent or her/his designee at least one week prior to the scheduled Teacher assignment process date.

In the event that the evaluation system is eliminated, replaced or modified by RIDE in such a way that it substantively impacts the utilization of this provision, the parties agree to reopen negotiations to address the impact. Substantive changes include, but are not limited to, the

elimination of the domains utilized herein, a change to the criteria of the domains, or a change in the ratings used in the evaluation model.

11. In the event that the administration fails to complete an evaluation of a teacher in any given school year at least two weeks prior to the scheduled teacher assignment process, the teacher shall be eligible to participate in the teacher assignment process; unless the administration is unable to complete an evaluation of a teacher in any given school year due to the teacher being on a leave of absence. In that instance, the teacher shall be eligible to participate in the teacher assignment process, unless the teacher's most recent evaluation had a rating of ineffective or developing for the Professional Practice portion of the formal teacher evaluation instrument.

Notwithstanding anything to the contrary above, in the event that the evaluation of a teacher has been completed, but the required summative conference has not taken place due to the teacher's absence, then the evaluation as completed shall be utilized for all purposes of this section.

ARTICLE XVIII TEACHER EVALUATION

A. All teacher evaluations shall be conducted according to the teacher evaluation handbook, subject to the following:

1. Any teacher who obtains or earns a rating of Highly Effective shall, subsequent to such evaluation, be evaluated every three years. An annual summative conference shall be required for all highly effective teachers during their non-formal evaluation years.
2. Any teacher who obtains or earns a rating of Effective shall, subsequent to such evaluation, be evaluated every two years. An annual summative conference shall be required for all effective teachers during their non-formal evaluation years.
3. Any teacher who obtains or earns a rating of Developing or Ineffective shall, subsequent to such evaluation, be evaluated every year until achieving an Effective or Highly Effective rating. Any teacher in these categories will develop an action plan with their evaluator, to assist them in improving their rating.
4. Any non-tenured teacher shall be evaluated annually.
5. Any teacher, during his or her first year teaching under a new teaching certificate, will be evaluated.
6. Any teacher may request an annual evaluation.
7. Principals may observe a teacher's classroom and classroom instruction at any time. Scripted evidence will only be required during a formal evaluation year.
8. Any concerns about a teacher's performance, that arise at anytime, shall be handled in accordance with district personnel policies and negotiated collective bargaining agreements.

Notwithstanding the above, changes may be made to 1-8 if unanimously agreed to by the District Evaluation Committee and approved by the School Committee

Appendix K (Available as a [Google Form](#), from HR, or PACE)

IMPROVEMENT PLAN

NAME:		DATE:		
TARGET AREA:				
Expectations for Improvement	Recommended Actions	Person(s) Responsible	Time Line	Progress/Comments
1				
2				
3				
4				
5				
6				
7				

Teacher's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

CRANSTON PUBLIC SCHOOLS



STUDENT ATHLETE HANDBOOK

MARCH 27, 2018
UPDATE 6/18

Cranston Public Schools

ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY

The Cranston Public Schools (the “District”) is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is important to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, age or disability (hereinafter “membership in a protected class”) will not be tolerated. Retaliation against any student or any other individual who has complained of discrimination, including harassment, or individuals, who have cooperated with an investigation of such complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to protect students and/or employees, and to prevent recurrence of such conduct. This policy applies to conduct directed toward students and other persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, parents and independent contractors. (For a complaint of disability discrimination that is NOT harassment, please refer to the District’s Section 504/ADA Prohibition Against Discrimination Based on Disability policy/procedure.)

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INTRODUCTION

The purpose of this handbook is to provide student athletes and their families with an overview of the Cranston Public Schools Interscholastic Athletic Program and the policies, procedures and rules that govern it. Questions regarding any material in this handbook, as well as questions about any aspect of the program not addressed in this booklet, should be directed to the Director of Athletics.

Cranston Public Schools is a member of the Rhode Island Interscholastic League (RIIL), whose purpose is to organize, regulate and promote interscholastic athletics for secondary schools of Rhode Island. As an RIIL member school, Cranston Public Schools abides by their rules and regulations, and subscribes to the guidelines set forth by this organization. In addition, school committee policies and school rules also govern the school's athletic program. Information about the Interscholastic League can be found online at www.riil.org

Being a member of a Cranston Public Schools athletic team is the fulfillment of an early ambition for many students. The attainment of this goal carries with it certain traditions and responsibilities that must be maintained. A great athletic tradition is not built overnight; it takes the hard work of many people over many years. As a member of an interscholastic team of Cranston Public Schools, you have inherited a tradition which you are challenged to uphold to a high standard.

PHILOSOPHY

Cranston Public Schools's interscholastic athletic program is an integral part of the total curriculum; therefore, a comprehensive program of athletic activities is vital to the educational development of students. The athletic program provides a variety of experiences to aid in the development of favorable habits and attitudes in students that will prepare them for adult life. These experiences are designed to serve the school, assist in the development of respect for self and others, promote fellowship and goodwill, promote self-realization and all-around growth, and encourage learning the qualities of good citizenship, and school, community, and self-pride.

OBJECTIVES

- To provide a positive atmosphere of school athletics at Cranston Public Schools.
- To provide opportunities that will allow athletics to serve as experiences where students may cope with problems and handle situations similar to those encountered in the contemporary world.
- To provide adequate and natural opportunities for:
 - Physical, mental, social and emotional growth and development;
 - Acquisition and development of special skills in activities of each student's choice;
- Team play with the development of such commitments as loyalty, cooperation, fair play and ethical conduct;
 - Directed leadership and supervision that stresses self-discipline, self-motivation, excellence, and instilling the highest ideals of good sportsmanship and character above wins and losses;
 - Achievement of school goals, interscholastic program, and the student's individual goals;
 - Provisions for worthy use of leisure time in later life, either as a participant or spectator; and
 - Development of leadership qualities.
- To remember that an athletic contest is only a game - not a matter of life or death for player, coach, school, official, fan, community, state, or nation.

REQUIREMENTS FOR PARTICIPATION

A. Eligibility

Ineligibility Status

Students who do not meet satisfactory behavior guidelines and academic criteria are placed on ineligibility/unsatisfactory conduct lists.

Citizenship Ineligibility

Any student receiving three “3s” or more in citizenship grades in a quarter is ineligible for participation in extracurricular activities, interscholastic sports, and elected school office. A student will receive a “3” in citizenship if s/he has: (1) cut class more than once or (2) repeatedly interfered with the learning process of others. Teachers will document and maintain a record of unsatisfactory citizenship behavior. Teachers will attempt to modify behavior prior to issuing an unsatisfactory citizenship grade. Teachers will notify the parent(s)/guardians in writing of the student’s poor behavior. The teacher will also notify the Department Chairperson/Team Designee and/or appropriate administrator of the student’s poor behavior.

A student will be restricted from participating in extracurricular activities such as interscholastic and intramural sports, social events, and student leadership positions if that student incurs three or more “3s” in conduct/citizenship during a portion of a grading period. Social probation may be imposed at the discretion of the administration, due to chronic attendance or behavioral infractions. Any student who becomes ineligible will remain so until the next quarter grades are reviewed by an administrator. If, at that time, the student has fewer than three “3s,” eligibility will be restored.

Eligibility may be restored by an administrator prior to the issuance of the next report card provided the student asks for a review of his/her status. Procedure for Review of Citizenship Ineligibility 1. A student/student’s parents may ask in writing for a review of ineligibility through the appropriate administrative office after the release of progress reports. 2. Notice will be made to the student’s teachers. Teachers will indicate if the student’s behavior remains unacceptable. If three teachers indicate that an ineligible student’s behavior is unsatisfactory, that student will retain his/her ineligible status until fewer than 3 teachers indicate unsatisfactory conduct on either progress reports or report cards.

Academic Ineligibility

Academic eligibility in grades 9-12 will reflect the standard established by Article 3 of the rules of the Rhode Island Interscholastic League (RIIL) promulgated by the Principals’ Committee on Athletics (PCOA).

Additionally, any student failing one or more subjects must attend mandatory **Study Hall**, every week. For student-athletes eligible by RIIL standards, but failing one or more courses, their failure to attend this **Study Hall** will render the student-athlete ineligible for the week. **Study Hall locations and time will be determined by the Administration.** Students in this situation may become eligible when the student-athlete attends the mandatory academic support the next week.

A student who has two or more “incompletes” grade entries or one failing grade and at least one incomplete grade at the end of the quarter will have two weeks to satisfy the requirements of the incomplete courses. If they are not completed the student will be academically ineligible for the remainder of the current marking period.

Students are NOT eligible if:

- They do not pass at least 60% of the credits in the quarter when the sport or activity is taking place. 1st quarter eligibility will be determined by cumulative grade from the previous year.
- they are excused from physical education for medical reasons (including a nurse's note);
- their 19th birthday occurs prior to September 1 of that academic school year;
- they have been in attendance for more than eight semesters in the 9th, 10th, 11th or 12th grade or the equivalent of such grade or grades in any school or schools;
- they have changed schools without a change of legal residence, unless a transfer rule affidavit is approved by the Rhode Island Interscholastic League. Students may have to sit 50% of the first scheduled varsity contests of each individual sport season within the next year;
- they played or practiced with an outside team in any sport that conflicts with the high school practice or contest;
- they miss or cut any class on the day of a competition, unless excused by an administrator at the high school.
- they do not comply with rules outlined in the Rhode Island Interscholastic League's Rules and Regulations. This publication may be found at www.riil.org.
- in the event of a contradiction with the handbook and RIIL Rules and Regulations, the stricter standard will apply

B. Paperwork Required Prior to Participation

1. Physical Examination and Health History Form

In order to try out for a team, a student must have a health physical on file prior to participation. The physical covers all sports provided the examination occurred within one year of the ending date of the respective athletic season(s). Fall sport athletes must have a physical on or after January 1 of that year, winter sport athletes must have physical on or after March 15 of that year, and spring sport athletes must have a physical on or after June 15 of the previous year. Students and Parents will be responsible for communicating to the medical staff any preexisting conditions that may affect athletic participation.

2. Rhode Island Interscholastic League - Risk of Participation Form (2)

Athletes and parents must realize the risk of serious injury, which may be a result of athletic participation. In order to participate in interscholastic sports, students and parents/legal guardians are required to sign two copies of the *Rhode Island Interscholastic League's Assumption of Risk Form*. This form must be notarized and submitted to the coach prior to participation. One copy will be kept on file in the Director of Athletics and Student Activities' office. The second copy will be filed at the Rhode Island Interscholastic League office. This process is required only once during the four years of high school for each new athlete, including transfer students.

3. Insurance

The school district has made arrangements with an insurance company through which parents can secure additional accident/medical insurance for their children at a nominal cost. Students participating in interscholastic sports are required to carry *accident/medical insurance* and must provide the District with proof of the same to the Athletic Director. The school does not assume responsibility for medical expenses resulting from injuries to participants in sports. The family's personal medical insurance is the first step in covering medical expenses. Supplemental accident/medical insurance will be used to help pay for expenses not covered through the athletes personal insurance.

For information regarding additional coverage please contact the Athletics Office.

In claims involving school accident/medical insurance, parents need to pick up an insurance form at the school office or online. Once the school and attending physician have completed each individual part, the parent/guardian sends the form and bills directly to the insurance company.

Under certain circumstances, the Rhode Island Interscholastic Injury Fund provides some assistance for medical expenses which are not covered by either personal insurance or accident/medical insurance. The Rhode Island Interscholastic Injury Fund is a nonprofit organization which provides financial assistance for medical expenses incurred by an athlete during Interscholastic League competition. The Injury Fund will consider payment for medical bills and physical therapy above and beyond what the primary medical insurance of the athlete will pay. The Injury Fund is not an insurance company, but a Board of dedicated volunteers committed to the health and well-being of Rhode Island High School athletes. Parents are asked to contact the Athletic Director to request reimbursement from the Injury Fund.

4. Parental Permission and Acknowledgement of Athletic Policies

At the time students begin preseason practices each parent or guardian and athlete must read the Student Athlete Handbook. Each athlete's parent or guardian will complete online a *Parental Permission and Acknowledgement of Athletic Policies* for each sport the student participates in during the academic school year. Parent/guardian and athlete are to have thorough knowledge and understanding of all school district policies and procedures, and interscholastic league eligibility rules.

5. Concussion Awareness Information

Rhode Island State Law requires that Athletes and Parents/Guardians review materials about signs and symptoms of concussions and return to play guidelines. An electronic signed consent agreement will be required by both the Athlete and Parent/Guardian during the online registration process.

CODE OF CONDUCT FOR STUDENT ATHLETES

A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the athletic department. The community, school administrators, and coaching staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound athletic program. Athletes are expected to abide by this code of conduct, which will earn them the honor and respect that participation and competition in the interscholastic athletic program affords. Inappropriate conduct which results in dishonor to the athlete, the team or the school will not be tolerated. All rules apply to all athletes including players, managers, trainers, cheerleaders and all other students representing a team from Cranston Public Schools.

A. Sportsmanship

"Good sportsmanship, ethical behavior, integrity, and the respect for others" are the guiding principles that permeate all interscholastic activities in our school. In perception and practice, sportsmanship is defined as those qualities, which are characterized by generosity and genuine concern for others. All individuals, regardless of their role, are expected to model sportsmanship because of their influence on the behavior of others.

STUDENT ATHLETES MUST:

- appreciate and understand that their behavior is observed and emulated by many who are younger;
- live up to the high standard of sportsmanship established by the RIIL;
- accept and understand the seriousness of their responsibility and the privilege of representing their school and community;
- live up to the standards of sportsmanship established by the school administration and the coaching staff;
- learn the rules of the game thoroughly and discuss them with parents, fans, and peers;
- treat opponents the way they would like to be treated, as a guest or friend;
- refrain from taunting, trash-talking, or making any kind of derogatory remarks, especially comments of ethnic, racial or sexual nature, to their opponents during the game;
- wish opponents good luck before the game and congratulate them in a sincere manner that they would like to receive following a victory or defeat;
- respect the integrity and judgment of game officials;
- win with humility and lose with grace.

B. Alcohol and Drugs, Including Tobacco

Medical research substantiates that the use of alcohol and mood modifying substances produces harmful effects on the human body and will affect athletic performance. You cannot compromise your participation with substance abuse. Students who experiment with such substances jeopardize program morale, reputation and success, and they do physical harm to themselves and risk personal injury and harm to others during their activity. Students must decide if they want to hold a leadership position or want to be part of an athletic team. If they do wish to be a participant, they must make the commitment in order to do so. A big part of this decision means refraining from the use of alcohol, drugs, tobacco, and steroids. Student athletes are considered in violation of this policy if they are "in the presence of", "possess", "consume" (including being under the influence of), and/or

“distribute”, other than as prescribed by a physician for personal use, any tobacco product, controlled drug and/or intoxicant or steroid at any time (see Year Round Expectations) whether during school, at any school activity, on school property, or at locations off school property.

Alcohol and Drugs

For a first offense, a student athlete will be:

- Suspended, **at a minimum**, from all interscholastic competitions and practices for the next fifteen (15) consecutive calendar days; **the penalty may be more severe dependent upon the circumstances**. After ten (10) days, the athlete may return to the team for practice only, **unless the penalty imposed is greater than the fifteen(15) days, due to circumstances**. Any suspension must include at least the next two (2) scheduled interscholastic contests of the season. The student will be fully reinstated for athletic competition after the fifteenth day, **unless the penalty is to be more severe, dependent upon the circumstances**, once all the requirements have been met.
- reinstated to the team, provided the athlete meets with the Athletic Director, Coach, and Social Worker.
- Parent(s)/Guardian(s) and student will meet with Athletic Director and/or Assistant Principal before reinstatement to the team
- required to forfeit their captaincy if they hold that position (see Captains section).
- If there is not sufficient time remaining in that season to complete the suspension, it will be carried over to the next interscholastic sport season in which that athlete participates.
- See year round expectations

For any additional violation in the same calendar year or subsequent calendar year, a student athlete will be suspended from all interscholastic athletic competitions and extracurricular activities for 365 calendar days

Cigarette, Cigar and Smokeless Tobacco

Students who use/possess tobacco products, including but not limited to, cigarettes, e-cigarettes, cigars or smokeless tobacco, etc... will be in violation of school policy.

For a first offense, a student athlete will be:

- suspended, **at a minimum**, from all interscholastic competitions and practices for the next seven (7) consecutive calendar days; **the penalty may be more severe dependent upon the circumstances**. After five (5) days, the athlete may return to the team for practices only, **unless the penalty imposed is greater than the fifteen(15) days, due to circumstances**. Any suspension must include at least the next one (1) scheduled interscholastic contest of the season. The student will be reinstated for athletic competition after the seventh day, **unless the penalty is to be more severe, dependent upon the circumstances**, once all the requirements have been met. This suspension will be completed during an athlete's season.
- reinstated to the team, provided the athlete meets with the Athletic Director, Coach, and Social Worker.
- Parent(s)/Guardian(s) and student will meet with Athletic Director and/or Assistant Principal before reinstatement to the team
- required to forfeit their captaincy if they hold that position (see Captains section).

- If there is not sufficient time remaining in that season to complete the suspension, it will be carried over to the next interscholastic sport season in which that athlete participates.
- See year round expectations

For any additional violation in the same calendar year or subsequent calendar year, a second offense, a student athlete will be suspended from all interscholastic athletic competitions and extracurricular activities for 45 calendar days. For a third or more offenses, a student athlete will be suspended from all interscholastic athletic competitions and extracurricular activities for 365 calendar days each time.

Draft-March 27 Version 1

Year Round Expectations

The substance use policy at Cranston Public Schools is in effect year round, in and out of season, on and off the field, in and out of uniform for all student athletes. There is a reason for this ... ***We care about the welfare of our student athletes.*** We expect a year round commitment from you if you want to be involved in the athletic program at Cranston Public Schools. Athletes must take every precaution to not place themselves in such an environment.

C. Bullying

Bullying means the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that:

- Causes physical or emotional harm to the student or damage to the student's property;
- Places the student in reasonable fear of harm to himself/herself or of damage to his/her property;
- Creates an intimidating, threatening, hostile, or abusive educational environment for the student;
- Infringes on the rights of the student to participate in school activities; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

Violation of this policy will result in strong disciplinary action, including suspension from the athletic team and loss of captaincy.

The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as: Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

To report a suspected bullying incident please contact a school administrator or coach and refer to the State Wide Bullying Policy.

D. Hazing

Under no circumstances will any type of hazing, bullying, and/or initiation be tolerated. The term "hazing", as defined by Rhode Island State Law, means any conduct or method of initiation that of student organization which willfully or recklessly endangers the physical or mental health of any student or other person (abbreviated from State of Rhode Island Hazing Law, section 11-21- 1(b)). Violation of this policy will result in strong disciplinary action, including suspension from the athletic team and loss of captaincy.

The following activities include, but are not limited to some examples of violation of this standard:

- Requiring the consumption of any food, alcohol, drug, or other substance;
- Mandating participation in physical activities not associated with regular in season or out of season training and conditioning, such as calisthenics, exercise, or other games or activities requiring physical exertion;

- Exposing another to weather elements or other physically or emotionally uncomfortable situation;
- Forcing excessive fatigue from sleep deprivation, physical activities or exercise;
- Requiring anything that would be illegal under any applicable law, including laws of the State of Rhode Island;
- Requiring anything that can be reasonably expected to be morally offensive to another;
- Committing or requiring any act that demeans another based on the expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as:
Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.
- ;
- Committing any act of physical brutality against another, including, but not limited to, paddling, striking with fists, open hands, or objects, and branding;
- Kidnapping or transporting another with the intent of stranding him or her;
- Committing verbal abuse;
- Forcing or requiring conduct that can be reasonably expected to embarrass or adversely affect the dignity of another, including the performance of public stunts and activities such as scavenger hunts;
- Intentionally creating labor or work for another;
- Denying sufficient time for study or other academic activities; or
- Committing or requiring another to commit any sexual act or engage in lewd behavior.

E. Selection of a Team

Selection of athletic teams is the sole responsibility of the coaches of those teams. Their actions, however, must be consistent with the philosophy and policies of the athletic program.

When a player selection is necessary, the process will include three important elements. Each candidate should have:

- competed in a minimum of three (3) practice sessions;
- been informed of the player selection and the reasons for the action by the coach.

The Director of Athletics will approve all specific guidelines on team selection prior to their announcement. While athletic participation has numerous physical, social and emotional benefits that we would like all students to experience, there are times when the number of students who wish to participate exceeds the number of students who will be selected for a school team. Please keep in mind that the school teams are “competitive” teams by nature. This differs from intramural or club team formats. The coach or coaches of competitive teams must decide how many students they can select for their team and still safely conduct a practice while still ensuring the development of skills to field a competitive team. **The ultimate decision for determining the number of students that will be selected, lies with the coach or coaches of the team.** Team selection may be based on several criteria which may include: skill level of the player, position of the player,

conduct and attitude of the player, potential contribution of the player in a competitive setting. In some cases, students who were selected in previous years may not be selected in another year.

Students who were not selected, may request a meeting with the coach for further explanation. **No subsequent meetings with parents, administration etc.... will be scheduled unless this first meeting has been conducted.**

A student not selected for a squad will be permitted to try out for another team if the coach of the second team agrees. A student not selected for disciplinary reasons, however, will not be eligible to participate on another squad for that sport season.

F. Individual Coach's Rules

Coaches may establish (with advanced approval of the Athletic Director and Principal) additional rules and regulations for their respective teams. These rules must be given in writing by the coach to all team members and explained fully at the start of the season.

Penalties for violation of team

rules will also be in writing and will be administered by the coach. Additional team rules must be consistent with all other school rules and regulations. Copies will be kept on file in the athletic director's office. Coaches may take reasonable disciplinary action pertaining to any problem that may arise that has not already been reviewed in this handbook.

G. Captains

Captains will be appointed by coaches with team input. Candidates must submit a letter of interest to and meet with the team's head coach. Prior to the selection of captains, athletes will be informed by the coach of the criteria for selection and obligations of the position. The position of team captain is one of honor, leadership, and responsibility. As a result, students serving in that capacity are expected to conduct themselves in an exemplary manner both in and outside of school.

Any student involved in a violation of the code of conduct that results in a suspension from school, or any student who is associated with, in possession of, or found to be involved with drugs, steroids, alcohol, tobacco use, weapons, or crimes outside of school, will lose the ability to serve as captain of any school-sponsored athletic team or leader of a student club or activity for a period of one calendar year.

The maximum number of captains allowed per sport is listed. Any change or alteration of the above listed numbers may be allowed by Coach, but only after consultation with the Director of Athletics and Student Activities.

Sport		Sport	
Baseball		Lacrosse	
Basketball		Soccer	
Cheerleading		Softball	
Cross Country		Swimming	
Field Hockey		Tennis	
Football		Track/Field	
Golf		Track/Field	
Gymnastics		Volleyball	
Ice Hockey		Wrestling	

H. Attendance

In order to participate, athletes must not be marked absent from school. Athletes missing school for reasons other than illness must be excused in advance of the absence in order to participate. Athletes absent from school on Friday or a day preceding a holiday and/or a weekend contest are ineligible to participate unless the absence is excused in advance by an Administrator.

If an athlete must be dismissed from school for a medical appointment, etc... they will be required to return to school with a note from the medical office or other official entity, indicating where the athlete was during the time released from school. A note dismissing an athlete for a complete school day does not permit that student to practice or play, unless excused in advance by an Administrator.

Student Attendance Policy

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Attendance is mandated by Rhode Island General Laws 16-19-1. Regular attendance is absolutely necessary for academic success, as it develops a sense of responsibility, which is indispensable for survival in the workplace.

Absences and Tardiness

1. Excused absences are for: illness or appointment confirmed by a doctor's/dentist's note within two (2) days of return to school; family bereavement; legal/court obligations confirmed by a note from the court; college or military appointments confirmed by documentation from agency.
2. Students are expected to be present in all classes on time. The classroom teacher will discipline students who are chronically late to classes. Students who are chronically late to class more than 4 times per quarter or 5 times per trimester will be referred to the student's building administrator.
3. Students who are late to school must sign in at the tardy desk.
4. All latenesses beyond four (4) per quarter (5) per trimester will result in disciplinary consequences unless excused with verifiable documentation (e.g. doctor's/dentist's note, legal obligation, family bereavement). All absence/tardy notes must be submitted no later than the day following the student's return to school or the day following the tardy. Parents/guardians shall be notified of excessive lateness after the fourth tardy per quarter or the fifth tardy per trimester.
5. On the fourth or fifth lateness respectively, a conference with the building administrator will occur. Parents will be notified of the excessive tardies. Detention will be assigned for all days tardy beyond four per quarter or five per trimester; more than eight latenesses will result in social probation and/or additional disciplinary consequences.

6. Social probation will be imposed after the eighth (8) tardy in a marking period. Social probation means the student will not be able to participate in any extracurricular activities or school-sponsored events after school hours, after school, or on weekends. Such events shall include, but not be limited to, dances, proms or **athletics**, either as a participant or observer, for the remainder of the term.

7. Teachers are not obligated to provide make-up assignments for the following: students who have “cut” class; students who miss a class by arriving late to school without a verifiable excuse (see criteria above).

8. Family vacations during school time are not considered excused absences; however, students will be provided with the opportunity to make up work upon their return to school. Students will have the equivalent of time out of school to make up work (i.e. three days out = three days to make up the work). School will not provide school work before the vacation.

9. Parents wishing to appeal an attendance-related decision made by the classroom teacher should follow the CPS appeal process. (i.e. written appeal in the following order: student’s assistant principal, principal, superintendent [or designee], Cranston School Committee).

I. Vacations

Vacations (including trips during school vacations) by athletic team members during a sport season are discouraged. Athletes and parents wishing to do so should assess their commitment to the team. In the event of an absence due to a vacation that is unavoidable, the athlete must:

- contact the coach at least one (1) week prior to the vacation, preferably before the beginning of the season;
- present a signed excuse by the parent or guardian at least one (1) week prior to leaving;
- accept their playing status on that squad following the return to competition.
- Students who have an option to participate in a school sponsored or an approved community service related trip will not incur a penalty, however, they must accept their playing status on that squad following the return to competition.

J. Conflicts in Extracurricular Activities

Athletes who attempt to participate in several extracurricular activities may be in a position of conflict with each of these groups obligations. Athletes must notify the advisors/coaches involved immediately when a conflict does arise.

If a conflict does arise, the advisors/coaches will work with the student on a solution so they do not feel caught in the middle. If a solution cannot be found, the Principal or his designee will make the decision based on the following:

- the relative importance of each event;
- the importance of each event to the student;
- the relative contribution the student can make;
- how long each event has been scheduled; and
- a conversation with the athlete and/or parents.

Once the decision has been made and the student has followed that decision, the student

will not be penalized in any way by either advisor/coach. If it becomes obvious that students cannot fulfill the obligation of a school activity, they should withdraw from that activity.

K. Leaving a Squad

Athletes who leave a squad will have 48 hours to ask the coach for reinstatement. The coach will act independently on each case. These students are expected to discuss their decision with the Coach. This is an important step so that they realize their responsibility to the team and themselves.

L. Locker Room Regulations

- Rough-housing and throwing towels or other objects is not allowed in the locker rooms.
- All showers must be turned off. The last person to leave the shower room is expected to check all showers.
- Athletes should ensure that all clothing and valuables are locked in their lockers.
- No glass containers are permitted in locker rooms.
- All shoes that have spikes or cleats must be put on and taken off outside of the school building.

M. Student Behavior and School Policies/Rules

Athletes will abide by all rules and regulations outlined in the “Code of Conduct” published in the Handbook for Students and Parents which is distributed to all students on the opening day of school.

Students who do not abide by the “Code of Conduct” in the student handbook, may be subject to suspension from athletics. Consequences, if any, will be determined by school administration and the Athletic Director. Inappropriate behavior and/or criminal offenses could result in suspension or elimination of the privilege to participate in the athletic program.

N. Suspension/Detention from School

An athlete cannot participate in athletics while serving a suspension or detention. Detention will not be scheduled around athletics.

Suspended athletes are not permitted to participate during any school suspension. Reinstatement will be determined by the School Administrators, Athletics Director, and Coach. An Athlete who is suspended more than once in a season will jeopardize their involvement, and may not be permitted to continue participation for the remainder of that program.

O. Appearance

Student athletes assume the responsibility of representing their school; consequently, they are expected to dress appropriately and professionally for practices, contests, and travel.

P. Travel

Athletes must travel to and from athletic contests in transportation provided by the Cranston Public Schools unless previous arrangements are made by the athlete's parents for exceptional situations. The Director of Athletics and Student Activities and coach must approve permission for exceptions. In addition:

- Athletes will remain with their team under the supervision of the coach when attending away contests.
- Athletes may return from an away contest only with their parents. In that event, the parent must request permission from the Director of Athletics prior to the contest. The athlete will be released only to their parents upon the personal recognizance of the parent by the coach.
- Athletes are not permitted to drive their own vehicles to away contests, unless approved by the Administration.
- Athletes who miss the bus departure will not be allowed to participate in the contest unless there are extenuating circumstances.
- All regular school bus rules will be followed.

T. Equipment and Uniforms

Athletes are responsible for the proper care and security of all equipment issued/loaned them. School-furnished equipment is to be worn only for contests and practice or when authorized by the coach. All equipment must be returned immediately after the season.

Failure to return this equipment may result in disciplinary consequences. Athletes who do not return their equipment in good condition or who lose their equipment will be assessed the replacement cost of the equipment. Additionally, athletes may not participate in another sport until this obligation has been fulfilled.

- It is the student's responsibility to make sure any issued and personal belongings are secured properly in the locker room, on the field, court, pool, bus, etc....

Due to Rhode Island Interscholastic League Rules, school equipment and uniforms cannot be issued to any student out of season.

PARENT AND COACH COMMUNICATION

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefits to children. As parents, when your children become involved in our program, you have a right to understand what expectations are placed on your child. This begins with clear communication from the coach of your child's program.

Communication parents should expect from coaches:

- philosophy of the coach;
- expectations the coach has for your child as well as all the players on the squad;
- locations and times of all practices and contests;
- team requirements, i.e., practices, special equipment, out-of-season conditioning;
- procedure followed should your child be injured during participation; and
- discipline that may result in the denial of your child's participation.

Communication coaches should expect from parents:

- concerns should be expressed directly to the coach;
- notification of any schedule conflicts well in advance; and
- specific concerns with regard to a coach's philosophy and/or expectations.

As your children become involved in the programs at Cranston Public Schools, they will experience some of the most rewarding moments of their lives. It is important to understand that there also may be times when things do not go the way you or your child wishes. At these times, discussion with the coach is encouraged.

Appropriate concerns to discuss with coaches:

- the treatment of your child, emotionally and physically;
- ways to help your child improve; and
- concerns about your child's behavior.

Coaches are professionals. They make judgment decisions based on what they believe to be best for all students involved. As you have seen from the list above, certain topics can be and should be discussed with your child's coach. A Coach may reach out to you if there are issues or concerns about your child in the program. Other topics must be left to the discretion of the coach.

Issues not appropriate to discuss with coaches:

- Playing time
- Team strategy
- Play calling
- Other student-athletes

There are situations that may require a conference between the coach and the parent. These are to be encouraged. It is important that both parties involved have a clear understanding of the other's position. When these conferences are necessary, the following procedure

should be followed to help promote a resolution to the issue or concern.

Draft-March 27 Version

If you have a concern to discuss with a coach, you should:

- Contact Coach to set up a meeting
- Contact Athletic Director, if unable to reach the Coach
- You may contact the Athletic Director first, but you will be encouraged to speak with the Coach

Coaches will have a better understanding of a concern/situation and will be able to answer direct questions about your child within the program.

Please do not attempt to confront a coach before or after a contest or practice. These times can be emotionally sensitive for both the parent and the coach. Meetings of this nature do not promote a positive resolution.

If the meeting with the coach did not provide a satisfactory resolution, you may call and set up an appointment with the Director of Athletics to discuss the situation.

The NCAA and NCAA Eligibility Center

What is the NCAA?

The NCAA, or National Collegiate Athletic Association, was established in 1906 and serves as the athletics governing body for more than 1,300 colleges, universities, conferences and organizations. The national office is in Indianapolis, but the member colleges and universities develop the rules and guidelines for athletics eligibility and athletics competition for each of the three NCAA divisions. The NCAA is committed to the student athlete and to governing competition in a fair, safe, inclusive and sportsmanlike manner.

The NCAA membership includes:

- 337 active Division I members;
- 290 active Division II members; and
- 435 active Division III members.

One of the differences among the three divisions is that colleges and universities in Divisions I and II may offer athletics scholarships, while Division III colleges and universities may not. Please contact the NCAA with your questions.

NCAA

P.O. Box 6222

Indianapolis, IN 46206-6222

317/917-6222 (customer service hours: noon – 4 p.m. Eastern time Monday – Friday)

What is the NCAA Eligibility Center?

The NCAA Eligibility Center certifies the academic and amateur credentials of all college-bound student-athletes who wish to compete in NCAA Division I or II athletics. To assist with this process, the NCAA Eligibility Center staff is eager to foster a cooperative environment of education and partnership with high schools, high school coaches and college-bound student-athletes. Ultimately, the individual student-athlete is responsible for achieving and protecting his or her eligibility status

How to find answers to your questions

The answers to most questions can be found by:

- Accessing the NCAA Eligibility Center's resource page on its website at www.eligibilitycenter.org, clicking on "Resources" and then selecting the type of student you are. You can then navigate through the resources to find helpful information.
- Contacting the NCAA Eligibility Center at the phone number on this page. In addition, if you are sending transcripts or additional information to the NCAA Eligibility Center or have questions, please use the following contact information...

NCAA Eligibility Center:

Certification Processing

P.O. Box 7136

Indianapolis, IN 46207-7136

Web address:

www.eligibilitycenter.org

Package or overnight delivery:

Certification Processing

1802 Alonzo Watford Sr. Drive

Indianapolis, IN 46202

NCAA Eligibility Center customer service:

U.S. callers (toll free): 877/262-1492

International callers: 317/223-0700

Fax: 317/968-5100

BYLAWS OF THE BOARD: 9000 SERIES

As you expect, this series includes the familiar arrangements for meeting procedures, duties of officers, quorum, terms of office of members, and the like - often specified in the law. These rules, as was the case of the policies in the 8000 series, concern only the Board itself as an instrument of democracy.

1. Organization

- a. Number of Members and Terms of Office 9110
 - 1. Filling Vacancies 9111
- b. Officers 9120
- c. Temporary School Committee 9140

2. Duties of Officers, Members & Auxiliary Personnel

- a. Clerk 9220
- b. Legal Counsel 9241
- c. Individual Members 9260

3. Methods of Operations

- a. Rules of the School Committee-City of Cranston 9300
- b. Adoption or Amendment of Policies and Bylaws 9310
- c. Adoption of Administrative Regulations 9330
- d. Suspension of Exceptions 9340
- e. Meetings
 - 1. Special Meetings 9361
 - 2. Organization Meetings 9368
 - 3. Minutes 9369
- f. School Committee Code of Basic Management Principles & Ethical School Standards 9370

Number of Members and Terms of Office

The election of the school committee and this term of office shall **be serve** as specified in the Charter of the City of Cranston.

After January 1991, the election of members of a non-partisan school committee of seven members shall be held every two years in conjunction with the general city election in November. One member shall be elected from each ward as follows:

Wards shall include one representative from Ward 1, Ward 2, Ward 3, Ward 4, Ward 5, Ward 6 and one representative as Citywide representing all wards. Newly elected members shall take office on the first Monday after the New Year's Day and shall serve for a period of two years.

Legal Reference: General Laws Rhode Island 1956, Title 16- Education
 16-2-5 Composition of town school committees
 Election and terms of members – Vacancies

Policy Amended: 1/11/93 (Res. No. 93-1-17)
Policy Amended: 5/16/16 (Res. No. 16-5-29)

**CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND**

Filling Vacancies

Vacancies on the school committee shall be filled by the remaining committee members as provided by law unless a special election is required.

Legal Reference: General Laws Rhode Island, 1956 Title 16 – Education
16-2-5 Composition of town school committees-Election and terms of members-vacancies

Policy Adopted:

**CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND**

9120

Officers

The chairperson and the committee clerk shall be elected by a vote of the majority of the full committee (entire membership) at the organizational meeting, to serve for a term of two (2) years or at such time as either or both offices become vacant.

A vacancy in the office of chairperson and/or clerk shall be filled for the unexpired portion of time by a vote of the majority of the full committee (entire membership).

Representatives to the School Buildings Committee and Parks and Recreation Committee shall be elected in the same manner as that of the chairmanperson and the clerk at the organizational meeting. In addition, one alternate to the School Buildings Committee shall be elected in the same manner.

Appointments to other standing sub-committees shall be assigned by the Chairperson. Alternate appointments will be appointed by the Chairperson.

Legal Reference: General Laws Rhode Island, 1956 Title 16 – Education
16-2-6 Chairperson and clerk of city or town committee

Policy Amended: 8/15/05 (Res. No. 05-8-24)
Policy Amended: 5/16/16 (Res. No. 16-5-29)

CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND

9140

Temporary School Committee

Temporary and special committees shall be appointed as the need arises to study special problems of concern to the school committee. Temporary and special committees when formed shall be charged with specific responsibilities prepared in writing and approved by a majority vote of the

school committee. These committees shall be discharged at the completion of their assignment or upon the reorganization of the school committee whichever occurs first.

Policy Adopted:

**CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND**

9220

Clerk

1. The clerk of the school committee shall be responsible for complete and accurate records of all regularly scheduled and special meetings of the school committee.

2. The clerk will be the authorized signatory for all invoices.
3. The clerk shall sign, upon committee authorization, all vendor and payroll warrants.

Legal Reference: General Laws Rhode Island 1956, Title 16-Education
16-2-6 Chairperson and clerk of city or town committee
16-2-7 Distribution of documents and blanks by clerk

Policy Amended: 8/15/05 (Res. No. 05-8-24)
Policy Amended: 5/16/16 (Res. No. 16-5-29)

CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND

9241

Legal Counsel

Consultants

The committee may employ consultants and/or legal counsel as it deems necessary by a majority vote of the members present.

Policy Amended: 8/15/05 (Res. No. 05-8-24)

**CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND**

9260

Individual Members

It is understood that the members of the school committee have authority only when acting as a school committee legally in session. The school committee shall not be bound in any way by any action or statement on the part of any individual school committee member except when such statement or action is in pursuance of specific instructions from the school committee.

Individual members shall be encouraged to seek through the superintendent pertinent material or information on school business which may be readily available. When the material or information

desired is not readily available request for such data shall be by a vote of the majority of the committee members.

Policy Adopted:

**CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND**

9300

Rules of the School Committee – City of Cranston

The Presiding Officer

The chairperson of the school committee shall preside at all meetings of the committee.

1. In the absence of the chairperson, and in the event of a vacancy in the office of chairperson from any cause, the clerk of the committee shall assume the responsibilities of the chairperson and preside at all meetings of the committee.

2. If at any meeting of the committee, both the chairperson and the clerk shall be absent, the school committee shall elect, by majority vote of the members present, a presiding officer for the meeting.

Duties of the Presiding Officer

1. The presiding officer shall preserve order and decorum, shall speak on points of order in preference to other members, and shall decide all points of order. Decisions by the presiding officer on points of order are subject to an appeal to the school committee by a motion regularly seconded. No other business shall be in order until the question on appeal shall have been decided by a majority vote of the school committee members present.
2. The presiding officer shall set forth all principal questions in the order in which they are moved unless a subsequent or secondary motion be previous in its nature. If a subsequent or secondary motion be previous in nature, it shall be decided before the principal motion (question) can be acted upon except that in naming sums and in fixing times, the largest sum and the longest time shall be first.
3. The presiding officer may invite individuals and guests to the rostrum from time to time to address the school committee at its regularly scheduled or special meetings.

Election of the Chairperson, Clerk, and Other Officers

1. The chairperson and the committee clerk shall be elected by a vote of the majority of the full committee (entire membership) at the organizational meeting, to serve for a term of two (2) years or at such time as either or both offices become vacant.
2. A vacancy in the office of chairperson and/or clerk shall be filled for the unexpired portion of time by a vote of the majority of the full committee (entire membership).

Rules of the School Committee – City of Cranston (cont.)

The Quorum

1. A majority of the full school committee shall constitute a quorum for the transaction of committee business at all meetings.
2. When a quorum is present, a majority vote shall be defined as a majority of the votes cast, which is sufficient for the adoption of any motion, except those requiring a majority of the full committee (entire membership).

Meeting Conduct

1. All meetings of the committee or sub-committees shall be conducted according to "Robert's Rules of Order."
 - a. If Robert's Rules of Order contradicts the adopted rules of the school committee, the school committee's rules shall prevail.
2. Rules may be suspended for good cause upon a 2/3 vote of members present.
3. Rules may be amended upon a 2/3 vote of members present.
4. All meetings of the school committee shall be held in accordance with the Rhode Island Open Meetings Laws.

Consultants

The committee may employ consultants and/or legal counsel as it deems necessary by a majority vote of the members present.

Decorum and Debate

1. Elected officials, municipal officials, school department officials, or any member of the public desiring to speak, shall address the chairperson, and after having been recognized by the chair, shall not be interrupted while addressing the school committee by any member of the committee except by (a) question of order; (b) a question of privilege; (c) the correction of a mistake; (d) a call to order.
2. The speaker shall confine his/her remarks to the merits of the pending question or concern, maintaining a courteous tone, refraining from personal remarks, refraining from attacking a committee member's motives and shall address all remarks through the chairperson. The measure, not the person(s) shall be the subject of debate.
3. It shall be the duty of the presiding officer to protect the speaker's right to address the committee.

Rules of the School Committee – City of Cranston (cont.)

4. It shall be the duty of the chairperson to request the speaker cease and desist if the rules of decorum are not adhered to. If the speaker continues to disobey the chairperson's direction, it shall be the duty of the chairperson to dismiss the speaker.
5. During debate or during voting, no member of the public or official shall be permitted to disturb the assembly or hamper the transaction of business.

6. With the exception of public acknowledgements and commendations which may be approved by a voice vote, all voting shall be by roll call and the yeas and nays of the individual members shall be recorded in the record.
7. The roll call shall be taken by the executive secretary of the school committee or his/her designee.
8. During a roll call vote, said roll call shall not be interrupted or stopped by the presiding officer or any member of the school committee for any reason whatsoever including points of order, personal privilege or for a member to explain his/her vote.
9. The roll call of committee members shall be prescribed by the presiding officer.
10. No policy, resolution, motion or vote, except by motions of a purely procedural nature, shall be adopted by the committee, and no appointments or removal shall be made by less than the affirmative votes of a majority of all the members of the committee present.
11. When a principal question/motion is under debate, the chairperson shall recognize no subsequent motions except:
 - to adjourn (undebatable)
 - to lay on the table (undebatable)
 - to recess (debatable)
 - to postpone to a day specified or indefinitely (debatable)
 - to commit (debatable)
 - to amend (debatable)
 - to move the previous question (undebatable)
12. The aforementioned motions shall have precedence in the order here named.
13. Every member present, when a question/motion is put, shall vote thereon, unless they abstain or recuse themselves.
 - A member may recuse themselves from voting on an issue pursuant to State law by notifying the Chair and filing paperwork with the Secretary of State's office.

Rules of the School Committee – City of Cranston (cont.)

14. A motion to reconsider is in order at any time during the same meeting or at an adjourned meeting; however, the motion to reconsider must be made by a member of the committee who voted in the affirmative (with the prevailing side.) Any member can second the motion. When a motion to reconsider has been decided, the original vote is void.
15. If the presiding officer so directs, every motion shall be reduced to writing.

16. No member of the committee shall speak more than once on the same question, until all other members of the committee desiring to speak thereon shall have done so, and no member of the committee shall speak more than twice on the same question.
17. In the event of a tie vote related to matters of management and policy, the matter before the committee shall be tabled to the next scheduled or special meeting of the committee, where the matter can be voted on again. If the matter is tabled to the next scheduled meeting of the committee, debate can continue before the re-vote; however, for a matter to be considered by the committee again once placed on the table, a procedural motion must be made and seconded to "remove from the table." A majority vote of the committee is required to remove a matter from the table.
18. Any member of the school committee, except the chairperson, may make a motion and/or second another member's motion.
19. Any member of the school committee, including the chairperson, shall be entitled to introduce resolutions.
20. Seating
- In addition to the members of the school committee, the following members of the administration shall be seated on stage with the committee: (a) the superintendent, (b) the assistant superintendent, and (c) the school committee secretary. In budget sessions, the executive director of business management/operations shall also join the committee on stage.
 - Seating shall be assigned by the chair of the school committee. All members shall face one another and tables shall be set in a horseshoe shape.
 - A table shall be set up for the following Administration members in front of the public: (a) Executive Director of Business Management/Operations, (b) Executive Director of Human Resources, (c) Coordinating Director(s) of Education Programs and Services, and (d) Director of Plant Operations and Transportation.

Rules of the School Committee – City of Cranston (cont.)

Electronic Devices

Use of cell phones or electronic pagers are permitted only in silent / vibrate mode during any meetings of the school committee.

Committees

The schedule and agendas of all sub-committees shall be established by the chairperson of each respective sub-committee.

Tabled Resolutions

Any tabled resolution will be valid for a period of three (3) calendar months.

Public Accessibility

Citizens shall be entitled to be heard at all regular and special meetings, public budget work sessions, and scheduled hearings of the school committee.

Any person wishing to speak before the Cranston School Committee on any agenda or non-agenda items shall sign a speaker's sheet which will be available one-half hour prior to the start of each regularly scheduled meeting. Speakers shall list their name, address, and the issue upon which they wish to be heard.

The remarks of a citizen on agenda or non-agenda items of business shall be limited to a period not to exceed three (3) minutes during each regular or special meeting, public budget work session, or public hearing. The time constraint shall be extended to a period not to exceed five (5) minutes if requested by the citizen or school committee member to the chairperson. The chairperson only will make that determination.

Nothing herein shall be construed as limiting the rights of the superintendent, legal counsel, consultants, or heads of several departments to be heard on agenda or non-agenda items.

Notification to Members

Written notice for all regular meetings shall be sent out from the superintendent's office so that the notices are in the hands of the full committee at least four days prior to the meeting. A complete agenda for the regular meeting must accompany every notice.

Notice for special meetings shall be sent in writing or email and by phone, with forty-eight (48) hours' notice except in an emergency, as determined by the chairperson and/or superintendent.

Rules of the School Committee – City of Cranston (cont.)

Types and Call of Meetings

- a. Regular Meetings of the committee shall be held on the third Monday of each month at 7:00 p.m. unless the time and date be changed by a majority vote of the committee at a previous monthly meeting, with adjournment no later than 11:00 p.m. No new item of business shall be introduced after 10:30 p.m. All meetings shall be scheduled and be accessible to all.
- b. The school committee shall make every effort to not schedule its regular meeting on the same night as the regularly scheduled council meeting.

- c. Special Meetings of the committee shall be called by the superintendent of public schools at the request of the chairperson or by a request in writing to the chairperson signed by two (2) members of the committee.
- d. Organizational Meeting of the school committee shall take place immediately following the swearing-in of the newly elected committee members which shall take place on the first Monday following the New Year.
- e. Executive Meetings or sessions of the committee shall be called at such time and place as is required for free discussion of personnel or other matters included under RI Gen. Laws. 42-46-5, and by the affirmative vote of a majority of the members present, authorize the consideration of a closed session. The administration with the chairperson's consent shall submit to the school committee an agenda for Executive Session of the items to be discussed, but not the specific content. Any tentative proposals for action taken at such closed sessions shall require confirmation at subsequent open meetings.
- f. Work Sessions – The committee, upon the chairperson's consent, may meet for work/study sessions to exchange information and to develop understanding. The meeting shall be held in accordance with the RI Open Meetings Act.

Determining Agenda

The agenda for regular and special school committee meetings shall be prepared in advance by the chairperson in cooperation with the superintendent. The chairperson shall determine which matters, resolutions, etc. are appropriate before the committee.

All school committee members and the superintendent are eligible to have items placed on the agenda.

Any school committee member or the superintendent of schools who wishes an item or resolution placed on the agenda of any regular school committee meeting must submit that item or resolution to the superintendent's office or chairman, or in his absence, to the clerk at least five (5) business days (10:00 a.m.) in advance of the scheduled meeting.

The priority of listed items on the agenda shall be established in order of importance or urgency as determined by the chairperson. All administrative items shall be available for review by school committee members on the Wednesday prior to the printing of the docket.

Rules of the School Committee – City of Cranston (cont.)

Order of Business

At the commencement of each school committee meeting, the roll call shall be called, and if a quorum is present, the reading of the minutes of the previous meeting shall automatically be suspended unless so noted by a majority of the school committee members present.

Committee Agenda

- Call to order – Executive Session
- Executive Session

- Call to order – Open Session
- Roll call/Quorum
- Executive Session minutes sealed
- Minutes of previous meeting(s)
- Public acknowledgements/Communications
- Chairperson communications
- Superintendent communications
- School Committee member communications
- Public Hearing
- Students (agenda/non-agenda matters)
- Members of the Public (agenda matters only)

Consent Calendar/Consent Agenda

The consent calendar or consent agenda is approved in its entirety. If a member removes an item for discussion, the item removed now becomes an action item. The consent items are generally routine in nature unless, as mentioned previously, a member of the committee requests its removal from the consent agenda to discuss/debate.

Action Calendar/Action Agenda

The action calendar or action agenda generally contains those items that require discussion/debate. Action items shall be voted upon by individual roll call of the members present.

- New Business
- Public Hearing on Non-agenda Items
- Announcement of future meetings
- Adjournment

Legal Reference: General Laws State of Rhode Island, 1956-Title 16-Education 16-2-8

Policy Adopted: 10/17/05 (Res. No. 05-10-18)
Policy Amended: 5/16/16 (Res. No. 16-5-29)

CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND

9310

Adoption or Amendment of Policies and Bylaws

Policy proposals and suggested amendments to or revisions of existing policies shall be submitted to all members of the school committee and to the superintendent in writing prior to a regularly scheduled school committee meeting in which such proposed policies, amendments, or revisions shall be read and discussed. A vote for adoption shall take place at the next succeeding regular meeting of the school committee. Action shall be by majority vote of those present.

Bylaw proposals and suggested amendments to or revisions of existing bylaws shall be by two-thirds vote of ALL members of the school committee at two meetings held not less than twenty-

seven days apart and in the calls for which the proposed additions, amendments, or revisions shall have been described in writing.

Reference: Robert's Rules of Order, Revised 1967, Section 18, p. 40

Policy Amended: 5/16/16 (Res. No. 16-5-29)

**CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND**

Adoption of Administrative Regulations

The school committee does not adopt administrative regulations unless specifically required to do so by law, or unless requested to do so by the superintendent. Adoption or amendment of such school committee adopted regulations shall be by the same procedure as that specified in 9310.

The school committee reserves the right to review and veto administrative regulations should they, in the school committee's judgment, be inconsistent with the policies adopted by the school committee.

Policy Adopted:

**CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND**

Suspensions or Exceptions

Rules may be suspended for good cause upon a 2/3 vote of members present.

Rules may be amended upon a 2/3 vote of members present.

Policy Adopted: 6/25/73
Policy Amended: 8/15/05 (Res. No. 05-8-24)

CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND

Special Meetings

Special meetings shall be called by the clerk or the superintendent of schools at the request of the chairmanperson or a request in writing signed by two (2) members of the committee.

Policy Amended: 5/16/16 (Res. No. 16-5-29)

**CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND**

9368

Organization Meeting

The organization meeting of the school committee shall take place immediately following the swearing in of the newly elected committee members which shall take place on the first Monday following the New Year.

Policy Adopted:

**CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND**

9369

Minutes

Minutes of school committee meetings shall be prepared by the school committee clerk or **his their** designee and approved by the school committee.

Policy Adopted:

**CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND**

9370

The Cranston School Committee does hereby establish a code of basic principles and ethical standards for the school committee members acting individually and collectively as boards of education in the management of the public schools of Cranston.

The Cranston School Committee accepts the obligation to operate the public schools in accordance with the fundamental principles and standards of school management, which include but are not limited to the following:

- a. Formulate written policy for the administration of schools to be reviewed regularly and revised as necessary.
- b. Exercise legislative, policy-making, planning and appraising functions and delegate administrative functions in the operation of schools.
- c. Recognize their critical responsibility for selecting the superintendent, defining his or her responsibilities, and evaluating his or her performance regularly without directly engaging in administrative processes.
- d. Accept and encourage a variety of opinions from and communication with all parts of the community.
- e. Make public relevant institutional information in order to promote communication and understanding between the school system and the community.
- f. Act on legislative and policy-making matters only after examining pertinent facts and considering the superintendent's recommendations.
- g. Conduct meetings with planned and published agendas.
- h. Encourage and promote professional growth of school staff so that quality of instructions and support services may continually be improved.
- i. Establish and maintain procedural steps for resolving complaints and criticisms of school affairs.
- j. Act only through public meetings since individual board members have no authority to bind the board.
- k. Recognize that the first and greatest concern must be the educational welfare of the students attending the public schools.
- l. Work with other committee members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent.
- m. Avoid being placed in a position of conflict of interest, and refrain from using the committee position for personal gain.
- n. Attend all regularly scheduled committee meetings as possible, and become informed concerning the issues to be considered at those meetings.

Policy Adopted: 12/9/13 (Res. No. 13-12-15)

**CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND**